



West Spreydon School Charter 2018-2022

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Welcome to West Spreydon School



West Spreydon School 1926-2018

West Spreydon School has undergone educational transformation over the past several years as the Board of Trustees and staff have focused on providing a high quality education for all students in all areas of learning and endeavour. We have built on the passion and vision of others from the past as we strive to make our school a high performing school.

Several of our families are now fourth or fifth generation and have long term investment and loyalty to the school.

We have generous benefactors who help us to make sure that no student misses out on educational experiences.

School Roll and Staff

This has seen a rapid growth in the school roll and has resulted in an enrolment zone being put in place on March 08 2018.

The purpose of the zone is to avoid overcrowding, but in our case it has come a little late.

We have thirteen classrooms, one of which is now in our library. At the end of 2017 our roll was 347. At the start of 2018 we are 328.

There are 33 staff employed at our school. Each is a valued member of the West Spreydon School Whanau.

Year 0 Library Nicky Ifield Te Pihinga Team Leader

Years 1 / 2 Rooms 7-10 Te Pihinga Kate Collins, Jane Poff, Christie Michalko, Lydia Tisch

Years 3 / 4 Rooms 5, 6,12,13 Nicky Thorne Raupo Team Leader, Aimee Salter, Janice Krammer, Georgia Banks

Years 5 / 6 Rooms 1-4 Angie Malae Harakeke Team Leader, Tamara Kepa, Jude Lange/Rochelle Everest, Matt Brorens

School Leadership

Board of Trustees

Co Chairs: Duane Major and Paul Ferguson

Principal: Marriene Langton

Staff trustee: Jane Poff

Sjaan Bowie, Simon Harrison, Brigitte Riddle, Tim Hayward

Deputy Principal: Maata Smith. Assistant Principal: Jared Fretwell

The Principal, Deputy Principal and Assistant Principal are the Senior Leadership Team. The middle leaders team includes them and the team leaders. Our focus is always on raising student achievement through high quality teaching and learning.

We have made strategic appointments to leadership positions at every level of the school. The Board, all staff and student leaders undergo Strengthfinders' identification. Leadership units are allocated to support key areas of innovation in the school.

Each year the Board of Trustees has a weekend retreat which focuses on the strategic goals and how well we have progressed towards achieving them. The underlying belief is always, that we do what we do to promote student progress and achievement.

Our support staff are:

Bill Earle, Caretaker; Tricia Munro, Principal's PA; Vikki Skene, Clerical Assistant; Cleaners: Christine Lloyd and John Taylor
Teacher Assistants: Margaret Smart (librarian), Angela Fridd, Angela Foster, Angela Fisher, Nessa Ivor, Nessa Ladley, Simone Whitu.

Culturally Responsive Practice

Kapa haka and Pasifika Cultural Groups are a part of the school programme for all students.

We have lead teachers for Maori and Pasifika who are responsible for leading professional learning in The Pasifika Education Plan and Ka Hikitia.

Maori Achieving Success as Maori has many practical outcomes in our school and across our Kahukura COP. Our home grown cultural festival for the COP will become an annual event. We have a kaupapa Maori website and this is used by our Kahukura colleagues and now by teachers from all across New Zealand. Our teachers have completed He Papa Tikanga, Mauri Ora and other te reo courses. Our students and staff celebrate their mihi and we encourage students to learn their whakapapa in their own languages including te reo Maori, Tongan, Samoan, Fasi etc.

We are kaitiaki of the section of the Waimokihi that flows at the back of the school, in partnership with Christchurch City Council, DOC and Christchurch Waterways.

In 2016 we introduced the Maori Student Leadership Trophy Manawa Ora, Manawa Toa (The Humble Warrior) and in 2017 added a Loto Pasifika Trophy (Heart of the Pasifika: Strength, Pride, Respect and Humility)

We place importance on student voice and in particular how our Maori and Pasifika children are encouraged to progress and excel in our school.

We have regular fono and hui, and at the end of the year, we hold a celebration of student achievement for our Maori and Pasifika students. This has now become a very big event for our school and our families join in the celebrations.

We have an expert ESOL teacher who works alongside classroom teachers to ensure that we are addressing the ELPS.

Volunteerism, Community Partnership and Million Dollar Assets.

In March 2014 our school playground was completed through charity funding and the phenomenal generosity of the local community who donated time, machinery, expertise, person power and materials. This is testament to the amazing generosity of the school and local community and their commitment to the school.

Our school pool reopened in late January 2018 after a titanic effort to complete this dream following the devastation to our pools in the 22 February 2011 earthquakes. The total value of this amazing asset is around \$1.5 million. Once again we have experienced the generosity and commitment of companies, whanau, community groups, volunteers and experts who gave so much to see our dream reborn.

Our school programmes, both in school and out of school hours, are sustained by dozens of volunteers. Sport Canterbury, Origin Sport, Crossover Trust, SWBC are all organisations that assist in our school.

Our Pool Committee and West Spreydon School Friends and Whanau Group are an important part of the school team.



Pastoral Care

We operate a highly successful Pastoral Care system which is supported by School Based Mental Health Team, Police Liaison Officer, SENCO, Health Promoting Schools, Public Health Nurse, Project Esther, Oranga Tamariki, Te Ora Hou, STAND, Social Worker in Schools (SWiS), Big Brother, Big Sister, Community Constable, RTLb, RTLIT, Deputy and Assistant Principals,

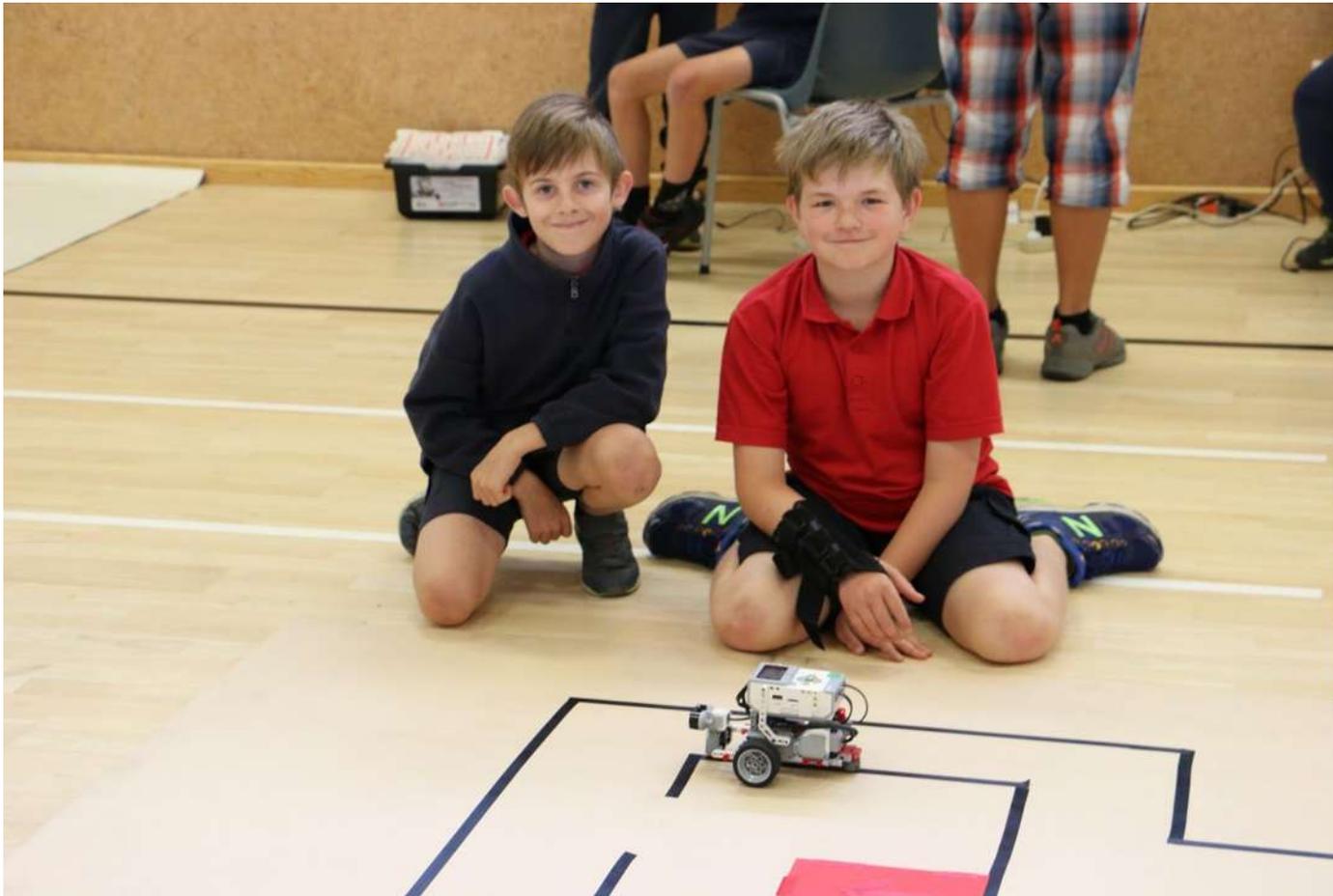
School Buildings

We completed the Education Brief in September 2017 in preparation for partnering with Ngai Tahu, The Ministry of Education and our architects to begin the plans for the renewal of the school buildings which are showing the effects of earthquake damage and age. The plan is to commence the renewal process (building and/or repairing) in December 2018. Currently our school roll is in excess of our capacity.

Extension and Enrichment Groups

We run about twenty six extension groups for our students. We rely on teachers and parents committing to many hours of volunteer work to make sure that the groups can operate. Our Science Team won the EPro8 Challenge Cup in 2017 as first time competitors. This is a South Island competition. Our Garden Club has won Gold Medals three years running in the School Gardens Show. Our

basketball teams have won or placed second in their Grade competitions at Pioneer Stadium. We have ten basketball teams, rugby, touch rugby, netball, kapa haka, Pasifika Culture Group, science, rhythmic gymnastics, dance, wearable arts, computer coding, robotics and tuition in a wide range of music including keyboard, vocals, ukulele, guitar, recorder, drums and DJ



Inclusive Practice

Our SENCO works with Senior Leaders, Team Leaders, classroom teachers, The RTLit, Reading Recovery Teacher, ESOL teacher and SENCOs across the community of practice to identify learning and developmental needs and these children are supported through specific learning interventions. Sometimes these are targeted programmes like Early Words and Phonics and other times they are for in class support where the student may require additional modelling and instruction.

Students with special needs and learning disabilities are included in all learning opportunities. Sometimes there is additional funding to support the students through ORS, ICS or IRF. Students may be referred to the RTLB for additional diagnostic assessment and learning programmes are adjusted as much as is practicable to address the needs of the students.

We have a great relationship with the Christchurch Ministry of Education, and we rely on trust and goodwill between home and school in order to best address the needs of our children.

Professional Learning

Our Board of Trustees has committed to excellence in teaching and learning and to support this, has ensured that our staff has the opportunity for high quality and current research based professional learning. For the past five years we have been building the school kaupapa around Attachment Theory and have had incredible success in being able to reach and connect with traumatised and detached children. Christchurch is still seeing the fall out from the trauma of 2010-2012. We do not operate a conventional behaviour management system but have opted to train in attachment theory which builds very strong relationships between children and their teachers and families.

Our teachers are experts in many areas and take responsibility for leading quality professional development with the teaching staff. We are currently in a funded Math professional learning programme with a wonderful external provider.



Kahukura Community of Practice.

We are one of seven schools in a highly effective and high performing cluster of schools who share a strategic plan that sees our staff, Principals and Boards of Trustees working together to ensure that all of the children in our cluster of schools have the opportunities to excel. The Principals challenge each other's thinking, champion innovation and work in collaboration with each other for the benefit of more than two thousand children in our constellation of schools. Our SENCOs, and lead teachers of Performing Arts, Maori, Deeper Learning meet regularly together and plan initiatives that enhance learning for all of the children and make the most of combining teacher strengths and talents.

For the past 5 years we have been a part of Maori Achievement Collaboration (national initiative) and New Pedagogies For Deeper Learning (Michael Fullan international initiative) as a joint venture in the Kahukura Community of Practice.



We believe that at the heart of a healthy community there must be a healthy local school, and that between us all, we can make a much brighter future for our tamariki. Attitude, Adventure and Achievement underpin the way that we roll at West spreynon School

School Leaders' Breakfast

Mission Statement, Vision and Values

Mission Statement

To raise student achievement in all areas of endeavour.

Whakataukī

Whāia te iti kahurangi,
ki te tuohu koe
me he maunga teitei

PURSUE EXCELLENCE - should you
stumble, let it be to the lofty mountain.

Our Vision

West Spreydon School is an important part of the local community;
its history and its future.

Attitude, Adventure, Achievement

Our students give their personal best and are:

Thinkers: (Thinking) Critical Thinking

Respectful: (Relating to others) Citizenship, Character

Adventurous: (Managing self) Character

Creative: (Using language, symbols and text) Creativity,
Communication

Connected: (Participating and Contributing) Collaboration,
Citizenship

WEST SPREYDON SCHOOL

Vision, Mission, Values 2018 - 2022

ATTITUDE, ADVENTURE, ACHIEVEMENT

At West Spreydon School we believe that:

- Education is a key to equality, democracy and a healthy society
- Numeracy and literacy skills lay the foundation for lifelong learning
- School should be a catalyst to inspire and empower lifelong learning
- Children learn best when the family, school and community work together
- Learning is an adventure
- We have an obligation to challenge ourselves to do our best to be our best
- We have an obligation to support each other to do our best to be our best
- Our teachers make a difference
- Diversity adds richness to life and life long learning
- A sense of humour brings perspective and resilience
- Every child is special and deserves to have a sense of belonging to a special place
- Every child will leave our school knowing that at least one staff member loved him/her
- **Learning can happen anywhere at anytime**
- **It is the adults' job to believe that every child can reach his/her full potential as a human being**

Strategic Goals and Annual Plan

West Spreydon School

Strategic Goals 2018-2022

Building on from what we had, and preparing for the future.

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West Spreydon School

Annual Plan 2018

Building on what we have; preparing for the future.
Our Strategic goals are focused on raising student achievement in every area of learning and endeavour.

Strategic Goal 1

1. Teaching and Learning

Aim for innovation and excellence in all learning and teaching and celebrate the successes across our school and the Kahukura COP.

Maths:

- Establish team wide teacher inquiry based on student achievement in math. This will also focus on accelerated learning
- Continue schoolwide Math (PLD) with Liz Johnson and ensure that teaching practice reflects the learning
- Utilise the Math Lead Teacher to provide ongoing classroom observations and feedback to all teachers on the efficacy of their maths programmes
- Use the math data to inform our leadership meeting discussions and to reflect on best practice
- Ensure that the at risk students are targeted in learning support programmes and that they are being closely monitored
- Complete the work we began with SAF on Maori and Pasifika student achievement and acceleration in math

Extension groups

Continue the rich opportunities to extend our students by providing out of class tuition and competitions:

- Science club, Robotics, Computer Coding, Basketball, Wearable Arts, Pasifika Cultural Group, Kapahaka, Ukulele, voice/vocal, Drums, DJ, Keyboard, Recorder, Touch Rugby, Rugby, Netball

Beginning Teachers

- Provide quality tutor teachers for each of the PRT's
- Provide a tailored group programme for the PRT'S designed by D.P. to cater for their needs and to assist them into induction into our school, our values, attachment theory and our ways of doing things. This will feed into their evidence required for full registration

Induction of new teachers

All new teachers will be:

- inducted in school policies, H&S, school values, teacher appraisal, assessment and learning practices, and strategic goals
- Included in all professional learning initiatives, especially attachment theory, and where appropriate, given opportunities to lead

Learning Support

- Reset all learning support programmes and teacher assistant timetables to ensure that we are targeting the at risk children and tracking the efficacy of the interventions

Expect excellence in all areas of teaching and learning

All teachers will have the opportunity to undertake quality professional learning and research including:

- He Papa Tikanga(most have already completed this)
- He Papa Reo
- Edutech Conference
- Math (PLD) with Liz Johnson and Math Lead Teacher
- Attachment theory (16 hours across the year at Staff professional learning nights)
- Koko Time (NZEI) all teachers expected to attend the professional learning
- Sabbatical Term 3 for Pasifika Lead Teacher
- Sign language
- Phonics
- Solo Taxonomy (Pam Hook) Kahukura TOD
- Written language

Curriculum and assessment

Focus on evaluative capability in student progress and achievement:

- Inquire into how we are using collaborative sense-making, based on inquiry to understand the root causes of success and disappointment in achievement
- Complete our WSS curriculum that reflects local priorities and deep learning
- Collaborate with SAF to restructure our assessment structures and practices so we can monitor and report on student progress and acceleration

Refer to action plans forLead Teachers of Math, Sports Coordinator, Performing Arts, Pasifika, MAC,NPDL, SENCO, Team Leaders (x3), Deputy Principal, Kahukura COP strategic Plan, Board Chair, DCIT

Strategic Goal 2

2. Environment

Build a school environment that connects our community, people, buildings and natural places, and tells the story of “us, our place and our future” in our local community.

West Spreydon School Pool:

- Complete final code compliance and open the pool for community and school use
- Organise swimming lessons for all children after the teachers have been instructed by Swim Safe NZ
- Induct all keyholders in health and safety and the school’s vision and values

Renewal Programme

- Collaborate with the architects to complete the master planning phase for the school’s development
- Manage the build and upgrade stage beginning December 2018
- Collaborate with the delivery manager to manage the ongoing repairs to the infrastructure and buildings that are required in order to keep the school operational (rats, leaking buildings, water and drainage damage, electrical problems, damaged and dying trees)
- Manage the current (and long term) overcrowding situation and keep the MOE and board informed
- Manage the enrolment scheme with due diligence when it is mandated March 08 2018

Permanent interpretive storyboards around the school that capture the story of:

- The pool
- Waimokihi
- Original building
- Edible gardens
- Playground
- Library

Begin a digital and paper repository of historical photos and documents

Waimokihi Stream Kaitiaki

- Partner with Christchurch City Council, DOC and Canterbury Waterways to be kaitiaki of our Waimokihi stream area.

Gardens and chickens

- Re-establish the enviro and gardening groups to maintain, plant and harvest from our school gardens.
- Enter the annual School Gardens Competition
- Harvest school garden produce for the hangi

- Manage the welfare of the school chickens

Refer to action plans forLead Teachers of Sport, Oecologista, Math, Sports coordinator, Crossover Trust, BOT, WSSF&W, Pool Committee

Strategic Goal 3

3. Connection

Invest in school based activities that include the community, building capability and capacity of our people into the future through connection.

Kahukura COP Strategic Plan. Refer to Kahukura COP Strategic Plan

Initiatives:

New Pedagogies for Deeper Learning (NPDL)

- NPDL lead teachers to attend the Michael Fullan conference in Vancouver. The COP shares the costs
- Continue to embed the 6Cs in the learning programmes and align them with the key competencies
- Work in partnership with DCIT and NPDL leads to ensure that our learning is purposeful, relevant and has lasting significance

MAC refer to 4. Culture

- develop clusterwide kawa
- develop a cluster wide Maori Curriculum
- investigate different ideas for Cluster Cultural Celebrations

SENCO

- Collaborate with the lead teachers across the cluster to coordinate strategies and data re student behaviours

Performing Arts

- Develop the Kahukura Chorale and junior orchestra
- Plan and stage the Kahukura Music Festival
- Share personnel and resources across the COP as practicable

Board of Trustees

- Maintain and create new relationships with boards from our COP and neighbouring schools

- Build capacity and sustainability as board members prepare to move on
- Define roles and delegations of responsibility for all board members
- Induct new board members into their roles as governors and into school history vision and values
- Plan and attend our annual board retreat

Volunteerism and Community Partnership

- Further expand community engagement, partnership and volunteerism to extend the opportunities for enriching our children: sports coaches, music tutors, Big Brother Big Sister, classroom assistants, gardening, WSSF&W, Pool Committee, parent helpers, corporate investors (pool), Past Pupils, SWBC, Private investors (school logo and banner), Project Esther, Crossover Trust
- Continue to partner with Origin Sports to employ Gregg to coach Years 3/4 sport (3 schools and SWBC)

Student Leadership

- Sustain the focus on promoting Maori and Pasifika student leadership
- Provide support and training to assist our students to grow into leadership roles in our school

Distributed leadership

- Promote staff leadership across the school in areas of their passion and expertise in order to raise student achievement and extend the opportunities for success in all areas
- Ensure that there is a sustainable foundation of leadership across the school by making strategic appointments and encouraging innovation

Agile Leadership

- extend the use of the agile leadership model (whiteboard, scrum, stand-up) to improve productivity, accountability and time management

Refer to action plans for Kahukura COP, Lead Teachers in MAC, NPDL, DCIT, Performing Arts, Pasifika, SENCO, Board Chair

Strategic Goal 4

4. Culture

Extend the opportunities for cultural pride and belonging, endeavour and excellence, leadership and service.

Endeavour

- Create and perform a senior (Year 5 / 6) school production in term 3
- Aim to excel and win in Robocup, Epro8, coding and robotics and gardening competitions

Leadership

Students

- Extend opportunities for student leadership and training
- Appoint an ICT Techie Leader
- Establish student leaders and PALs to serve the school community and grow capability

Teachers

- Promote new leaders and new opportunities for challenge within the school and Kahukura COP- MAC Lead teacher, NPDL Lead teacher, Senior Leader
- Encourage all teachers to work to their strengths to lead professional learning for staff in their area of knowledge and expertise

Excellence

- Acknowledge success and excellence in every area of endeavour at celebrations of learning, formal ceremonies and fono/hui and award trophies, medals, certificates, plaques and cups as appropriate
- Build the “trophies” resources and grow the value and significance of them to the vision of our school

Service

- Continue to serve our community by hosting hangi, entertaining and partnering with the elderly at Manning House
- Buddy with our local ECEs for combined learning and performances e.g. choir, kapahaka, ABCD

Maori and Pasifika Initiatives

- Host termly Fono / Hui with a celebration of learning at the end of each year
- Develop our school cultural narrative as part of our school long term plan for Term 3.

Kapahaka school wide

- Build capacity and sustainability in our staff by appointing teachers in each team to take leadership roles
- Continue to build our bank of waiata for our community to share (Youtube)

Kahukura Cultural Festival

- Collaborate with our colleagues across the cluster to stage a cultural festival for our students and their whanau

Kahukura Maori Achievement Collaboration (MAC) refer to Kahukura Strategic Plan

Pasifika Plan-koko Time

- The teaching staff will attend the 4 Koko Time Professional Development sessions in 2018.
- Continue partnerships with the Pasifika Initiative, Health Promoting Schools and Mark Tulia (MOE)
- Perform at the Christchurch Cultural Festival and the Kahukura Cultural Festival

Te Reo Maori

- Remainder of teaching staff will complete He Papa Tikanga and He Papa Reo through Te Wananga o Aotearoa:
- increase cluster capacity in both Te Reo and Tikanga Maori
- increase knowledge and capability of lead teachers
- look for opportunities to upskill ourselves and our people

Grow Waitaha

- Work with Ngai Tahu Mana Whenua Facilitators to incorporate our Cultural Narrative into our Renewal Programme

Refer to action plans for MAC Maori Lead Teacher, Pasifika Lead Teacher

Director of Creative and Innovative Thinking - Action Plan 2018

Jude Lange

Strategic Goal 1: Teaching and Learning: aim for innovation and excellence in all learning and teaching and celebrate the successes across our school and the Kahukura COP

Strategic Goal 3: Connection: invest in school-based activities that include the community and build capability and capacity into the future

Strategic Goal 4: Culture: Extend the opportunities for cultural pride and belonging, endeavour and excellence and leadership and service

Goal/Focus	Actions	Personnel	Due	Budget	Outcomes
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			Date		
<p>Strategic Goal 1: 1.5 Assist all teachers with deeper learning pedagogy by creating shared readings and research, facilitating teacher inquiry with practical outcomes, contributing to a google doc on modern learning practice and measuring our progress against the rubrics.</p>	<ul style="list-style-type: none"> • To familiarise ourselves with Deeper Learning 6Cs (collaboration, creativity, character, citizenship, critical thinking, communication) • To participate in deeper thinking sessions, sharing reading and ideas • To complete deeper thinking tasks within classrooms / teams • Organise and facilitate professional development at team and staff meeting level • Support teams in developing innovative and creative ideas across every team within the school for engagement in deeper learning • To continue to learn through PD – Ulearn, conferences, other related PD and opportunities as they arise. 		Ongoing		<ul style="list-style-type: none"> • Staff incorporate deeper thinking ideas into planning and programmes • Rich learning tasks become the main focus for learning tasks • Learning tasks are meaningful and purposeful resulting in engagement from the students – active lifelong learners • Teachers learn through collaboration with others, share ideas and learn of ways to promote student engagement • Teachers complete inquiry and share outcomes to group • Teachers contribute to google doc on modern learning practice • Teachers measure themselves against rubric based on Michael Fullen's 6C's • Creativity and deeper learning is embedded as a part of the everyday classroom programme • Attendance by staff on courses based around deeper learning practices, growth mindset and innovative thinking
<p>2 Consolidate our school as a collaborative learning environment. 1.7 Every child must be</p>	<ul style="list-style-type: none"> • To identify children who show skill/strength over and above that of their peers or a keen interest in any learning area, sport or talent 		Ongoing		<ul style="list-style-type: none"> • The skills, strengths and talents of every child are identified and built upon in the classroom programme.

<p>identified for his/her passions, talents and gifts in every area of learning and endeavour</p> <p>1.8 Teachers will collaborate within their new teams and across the school to provide the best learning opportunities for every child to flourish</p> <p>1.9 Enable all teachers to create innovative learning environments where ICT enhances deep learning</p>	<ul style="list-style-type: none"> ● Run Passion projects, lunchtime clubs throughout the year based on the identified skills and strengths in collaboration with teachers using the teachers strengths and skills ● Utilise teacher's skills, talents and contacts to maximise the learning opportunities available to the children. ● The child's strengths will be identified and noted in our Gifted and Talented register ● Provide extension and enrichment programmes both inside and outside of the school – robocup, science competition, art club, music, CCC run initiatives, writing 				<ul style="list-style-type: none"> ● ABCD, Passion projects, inquiry activities/challenges will give children the opportunity to explore and develop these strengths. ● Children enriched through programmes and opportunities ● Register compiled of all gifted and talented programmes ● Students achieving their potential ● Students demonstrating creative thinking skills ● , ff f vf Yxrl f xl Yf wf x Yb z nf brzzvrx YwYf Y zk nf b rd v w
<p>Strategic Goal 1: Collaborate with the staff and community to:</p> <p>1.27 Strengthen our community ties through volunteerism and partnership</p>	<ul style="list-style-type: none"> ● Maintain an information and events page on the school website ● Inform Principal about any concerns or upcoming events ● Inform and report on programmes occurring within the school – newsletter, seesaw 				<ul style="list-style-type: none"> ● Principal and will be in the loop with what is going on ● School community will be informed and up to date on events and information ● Events promoted ● Parents will feel part of their child's learning
<p>Strategic Goal 2: 2.1 Utilise modern technology e.g. iPads, laptops, smart tvs, cameras, chromebooks so that all learners can access current information from anywhere in the school or at home and be able to rework and synthesise their findings into new learning for themselves and for others.</p>	<ul style="list-style-type: none"> ● Use a digital technologies to publish learning in a variety of ways ● Giving children opportunities to share their learning with new apps e.g. at Shared Learning Time ● Keeping parents well informed. ● ?f rdf Y kz vf Yxrl l f xf Yf d f f xdf d nY f d Yxd f wa Ybf d 	Staff Members	Ongoing		<ul style="list-style-type: none"> ● Deeper learning becomes the normal ● Growth mindset developed in classrooms – the power of YET ● Teachers have flexibility to go with teachable moments ● Children feel empowered to learn using their gifts and talents and passions ● Students use technology effectively with competence ● Culture of sharing is

<p>2.2 Master new apps as a tool for developing their own creative skills and products including coding, movie and book making, blogs, google docs and forms, podcasts, skype.</p> <p>2.6 Create networks of learning outside of our school and across the world.</p>					<p>developed for the growth of learning.</p>
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Kaupapa Māori - Action Plan 2018- Maata Smith (D/P)

Strategic Goal 1: Teaching and Learning: aim for innovation and excellence in all learning and teaching and celebrate the successes across our school and the Kahukura COP

Strategic Goal 3: Connection: invest in school-based activities that include the community and build capability and capacity into the future

Strategic Goal 4: Culture: extend the opportunities for cultural pride and belonging, endeavour and excellence and leadership and service

Goal/Focus	Actions	Personnel	Due Date	Budget	Outcomes
<p>Strategic Goal 1 & 4</p> <p>Build capacity within the</p>	<ul style="list-style-type: none"> ● Kapa haka ● Kapa haka practices are to be timetabled into school programme 		<p>T1-4</p>		<ul style="list-style-type: none"> ● All students are confident to perform in front of an audience ● Their pronunciation is perfect

<p>staff to take kapa haka when I'm not there</p> <p>Ensure kapa haka is taught across the school starting term 1</p> <p>Resource new waiata for the groups</p> <p>Opportunities are provided for all students to perform in front of an audience</p>	<ul style="list-style-type: none"> ● Identify a teacher from each team to take kapa haka with their team each week ● Due to large numbers three groups will be organised across the school ● Source funding for uniforms for the younger students ● Prepare kapa haka groups for performances at the Christchurch Cultural festival, Kahukura celebration and parent evenings ● Continue to add waiata and te reo to our kaupapa website 				<ul style="list-style-type: none"> ● All students performing will have a kapa haka uniform ● Students can confidently sing a range of waiata ● All classes use the resources on the kaupapa Māori website ● Teachers are feeling confident taking their class ● Resources are supplied which enable teachers to teach effectively
<p>Strategic Goal 3 & 4 To promote a seamless home to school environment for Māori students</p> <p>Our school is to be inclusive and inspirational</p> <p>Our Māori whānau are to be fully informed</p> <p>Our Māori whānau feel comfortable approaching teachers about their child's learning</p> <p>All of our Māori students are to know their iwi</p>	<p>Whānau Hui Organise three hui/fono collaboratively with Pasifika lead teacher</p> <ul style="list-style-type: none"> ● Term 1: first hui/fono will be an opportunity for our lead teacher in maths to go over our maths programme with our Māori and Pasifika whanau ● Term 2: sharing of data ● Term 4: celebration of learning and leadership ● Kapa haka students to perform for their parents ● Ensure extended whānau are included ● Translate notices going home ● Ring all whanau to remind them of the hui ● Share collective kai ● Seek community feedback. 		Ongoing		<ul style="list-style-type: none"> ● The school becomes a welcoming place for our whanau ● There is a seamless home to school environment for Māori students ● We have a full turnout of parents of Māori students to our Hui ● Our school is inclusive and inspirational ● Parents are more confident talking about their child's learning ● Parents and students see that we value their culture ● Our Māori students are proud of their culture ● All student can confidently say their mihi
<p>Strategic Goals 1 & 4 A community hangi is organised</p> <p>Teaching staff are confident in tikanga and Te</p>	<p>School hangi</p> <ul style="list-style-type: none"> ● Liaise with Angie, Janice , Bill, Jared, Lydia and Georgia to support Bill with the planning and implementation of the hangi ● Year 5/6 team are to assist Bill on 	Hangi Team	Feb 22		<ul style="list-style-type: none"> ● An enjoyable community hangi is enjoyed by all those who come. ● Invited guests attend ● The school students and parent support by helping to prepare food ● Staff are comfortable with the

<p>Reo</p> <p>Our teachers re confident with the dispositions outlined in Tataiako, Kahikitia and Tu Rangitira</p>	<p>the day</p> <ul style="list-style-type: none"> ● Staff and students are to serve food to the community and help with organisation ● PTA are to make the puddings 				<p>tikanga involved in preparing and serving kai</p>
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<p>Strategic Goals 1, 3 & 4 Continue to raise the capabilities of staff in te reo, waiata and tikanga</p> <p>Ensure that our kaupapa reflects the values and practices that we see are important for our Māori students</p> <p>Student academic and leadership success is to be recognised and celebrated</p> <p>Increase the number of Māori students achieving at or above the National Standards in mathematics, reading, and writing.</p> <p>accelerate the progress of Māori students identified as at risk of not achieving the National Standards in mathematics</p>	<p>MAC cluster school leader</p> <ul style="list-style-type: none"> • Work with Cluster leaders and iwi facilitators to start building our school cultural narrative • Collaborate with MAC lead teachers to develop a unit on Parihaka • Attend huis each term with MAC cluster Kahukura lead teachers to ensure consistency and progress across cluster schools • Waiata and karakia are collated for the staff to learn in our COP • Ensure staff practice te reo by using it around the school and in the staffroom. • Build expertise and confidence and capacity among the staff <p>COP Initiatives (Ref Strat goal 1)</p> <ul style="list-style-type: none"> • meet every term with MAC principals to ensure consistency and progress across our cluster schools. • collaborate with our cluster schools to grow capability in te reo and tikanga for teachers and parents via Wānanga and school based • Lessons continue to raise the capabilities of staff in te reo and tikanga through professional learning and practice. • begin our school narrative in collaboration with Ngāi Tahu Manu Whēnua and our Kahukura MAC Schools. 	<p>Staff Members</p>	<p>Ongoing</p>		<ul style="list-style-type: none"> • Staff are culturally responsive to the needs of the students • Staff are confident in teaching Te Reo LTP • Staff are tracking target and at risk students • Staff are confident in providing programmes to meet the diverse needs of our Maori students • Maori student leaders are identified and supported • Strong processes are in place to support staff and students • Student success is valued and shared • Students have the strategies to cope with challenges, mistakes and failures • Identified students have made accelerated progress • Teachers are providing programmes which are meeting the needs of students and promoting deeper learning • ICT enhances deeper learning in the programme • Students gifts and talents are identified and catered
	<p>SAF</p> <ul style="list-style-type: none"> • Māori students at risk are identified and targeted by their class teachers • Use SAF tracking sheets to track 	<p>Maata, senior leaders, middle leaders</p>			

	<p>identified students</p> <ul style="list-style-type: none"> • Ensure programmes include cultural and learning needs of these students 				<ul style="list-style-type: none"> • All Maori whanau are linked onto Seesaw • P/D taken by Jared on giving constructive feedback to their child • Continue to develop our kaupapa website
	<p>Celebrating Success</p> <ul style="list-style-type: none"> • Sharing student learning with whanau through Seesaw and on kaupapa māori website • Celebration of success to be held in term 4 	<p>Maata, Jared, Angie</p>			<ul style="list-style-type: none"> • Students are developing a growth mindset and understanding the difference between a growth mindset and fixed mindset • Students are prepared to take risks with their learning and embrace mistakes as a learning experience
	<ul style="list-style-type: none"> • Growth mindset skills are to be taught throughout the school • Assist teachers with deeper learning pedagogies by providing professional development • Consolidate our school as a collaborative learning environment • Teacher Inquiries are to be implemented to reflect and change/adapt teaching programmes to meet student needs • Teachers will collaborate within their teams and across the school to provide the best learning opportunities for every child to flourish and their talents to be fully realised • Effective use of technology is used to support learning 				

School Leaders Action Plan 2018 Jude Lange

Strategic Goal 1: Teaching and Learning: aim for innovation and excellence in all learning and teaching and celebrate the successes across our school and the Kahukura COP

Strategic Goal 3: Connection: invest in school based activities that include the community and build capability and capacity into the future

Strategic Goal 4: Culture: Extend the opportunities for cultural pride and belonging, endeavour and excellence and leadership and service

Goal/Focus	Actions	Personnel	Due Date	Budget	Outcomes
<p>Strategic Goal 1 1: 2b Every child must be identified for his passions, talents (strengths) and gifts in every area of learning and endeavour</p> <p>To be a WSS School leader who models acceptable behaviour and relationships with all students, staff, visitors and parents/caregivers.</p> <p>To learn about their strengths from the Joshua Foundation resume</p>	<ul style="list-style-type: none"> ● Year 6 students will participate in the leadership day at school – 15 Feb ● Students with leadership qualities will be identified. ● Students will apply in writing to be a student leader outlining their suitability. Tues 20 Feb ● Team building challenges and get to know you activities run with leadership team to form a tight bond. ● Leaders each given an opportunity to grow in their leadership by having an area of responsibility. ● Complete Strengths finders for children to identify strengths, including coaching session to 	Jude Harakeke Teachers	Ongoing	\$1k	<ul style="list-style-type: none"> ● Leaders will be responsible role models. ● Leaders will be identified in an appropriate way. ● Leaders will have an opportunity to show organisational ability, responsibility, creativity and leadership. ● Leaders are matched to a responsibility that best suits them.

	reflect on strengths				
<p>Strategic Goal 2</p> <p>To be involved in community service. 1: 4b Continue to re-plant and re-design the school grounds.</p>	<ul style="list-style-type: none"> • Take responsibility for caring for part of the school • Hosting visitors to the school and taking them around • Complete training task for this • Friday morning coffee • Roster for collecting money • Hangi responsibilities • Help with gardening in the school • Volunteering options – investigate and follow through on options • Help and support school based projects 	<p>Jude Class teachers Bill PTA Parent volunteers Health promoting schools School Staff CCC Janice</p>	Ongoing		<ul style="list-style-type: none"> • Leaders will give back to school and the community • School community know the school leaders
<p>Strategic Goal 1 & 4</p> <p>3b Develop a student leadership programme that teaches leadership skills and qualities (including Maori dispositions) and provides opportunities for personal growth and leadership</p> <p>To meet and learn from others in the community</p>	<ul style="list-style-type: none"> • Have leadership focus for every meeting • Provide opportunities to learn about leaders by looking at leaders in the community and world. Past and present. • Provide opportunities to meet and learn from leaders. • Complete team building challenges including de-briefing challenges to learn how to reflect on their own leadership. • Attend GRIP leadership conference 2018 • Attend Sport Canterbury Physical Activity leaders conference 2018 – March 29 	<p>Jude Cluster schools leaders programme Leaders in the community TBC</p>		<p>GRIP \$35 per child \$20 per staff PALS \$100 TBC</p>	<ul style="list-style-type: none"> • Leaders will learn to recognise leadership qualities in themselves and others. • Leaders will learn to ask questions of other leaders.
<p>Strategic Goal 1, 3 & 4</p> <p>1: 3g Include Maori dispositions as outlined in Tataiako, Kahakitia, Tu Rangitia and Maori leadership to foster cultural awareness and leadership</p>	<ul style="list-style-type: none"> • Have as a focus for meetings • Leaders will share learning in any form they would like e.g. iMovie, blog post, article in newsletter, skit in assembly, brochure • share and discuss the values and how they relate to specific activity 		Ongoing		<ul style="list-style-type: none"> • All leaders are aware of 'giftedness' within the Maori values that themselves or others may exhibit at any time. • Increased appreciation and

<p>opportunities.</p> <p>To incorporate the Maori values of : MANAAKITANGA WAIRUATANGA WHANUANGATANGA KAITIAKITANGA RANATIRATANGA MATAURANGA AUAHATANGA TIKANGA</p>	<ul style="list-style-type: none"> ● reinforce the values at each leaders meeting ● make students aware of the value that they are exhibiting at any time ● Include Pacifica / Maori knowledge if appropriate 				<ul style="list-style-type: none"> ● understanding of NZ culture ● All leaders have opportunities to share new learning with others.
<p>To meet regularly with the leaders</p> <p>To follow a format during meetings</p>	<ul style="list-style-type: none"> ● Meet fortnightly ● Reflect on events and how leadership is going. PMI ● Begin meetings with karakia and waiata ● Questions to be asked: What has gone well since we last met? Did anything not go as well as expected? Why? ● Make a calendar of activities. Plot school activities. Add dates for other fun activities. Where will the calendar be put so everyone can see it? What activity are we involved in next? How can we inform the school of the upcoming activity? 				<ul style="list-style-type: none"> ● Leaders to meet regularly with me. ● Minutes are kept and put on a shared google doc ● Leaders to take turns facilitating and recording minutes ● All meeting outcomes will be recorded on a Google Doc
<p>Strategic Goal 1</p> <p>To plan, organise, run and reflect on a variety of activities that involve the whole school</p>	<ul style="list-style-type: none"> ● School disco ● Sports events/ competitions ● Fundraising – school pool, other initiatives as they arise ● Pink Day ● Leadership week – Sir Peter Blake ● Assembly led by school leaders 	<p>Jude PTA Classroom Teachers</p>			<ul style="list-style-type: none"> ● All students in the school will have opportunities to be involved in a range of fun activities ● Leaders given opportunities to lead ● Leaders learn how to plan, implement and pack down an event
<p>To grow House pride and spirit in the school</p>	<ul style="list-style-type: none"> ● House leaders selected ● Regular house competitions 	<p>Jude School staff</p>			<ul style="list-style-type: none"> ● Leaders face of houses and promote house pride

	<ul style="list-style-type: none"> ● House points on sports days ● House flag to be hung when house wins for the week ● House mufti/ House prizes e.g. games afternoon once a term for winning house. ● House events 2x a term – leaders to help teachers to organise 	PTA			<ul style="list-style-type: none"> ● Leaders take ownership for the success of their house
<p>To recognise the position with a badge and a jacket.</p> <p>To source funding for substantial badges for Student leaders</p>	<ul style="list-style-type: none"> ● Approach PTA after school staff approval. ● Discuss the significance of the badge & jacket. Reinforce behaviours that are necessary for a badge holder. ● Purchase badge for each leader ● Select jacket – get printed with school logo ● Discuss with staff whether jacket is to keep or owned by the school 	Jude Staff PTA Tricia	End of Term 1	\$12.5 per badge +GST +postage \$TBC	<ul style="list-style-type: none"> ● Sponsorship is found for badges and jacket ● The school community with recognise and know leaders ● Leaders will be identified in an appropriate way ● Badges and jacket to be worn by leaders ● Write and thank sponsors
<p>To be well recognised faces in the school</p> <p>Introduce leaders to the community</p>	<ul style="list-style-type: none"> ● Photos of leaders are displayed in office foyer (professionally) and the newsletter. ● Photos of leaders are displayed on school website with parent permission. ● Leaders will greet guests to the school ● Leaders to take turns writing for school newsletter ● Leaders to share personal mihi ● Leaders to have seats in assembly ● Keep leaders website/ blog regularly updated with what they have been doing 				<ul style="list-style-type: none"> ● Leaders are introduced at school Assembly. ● Leaders will share mihi at assembly ● Leaders will be visible in assembly ● Leaders achievements will be documented on website/ blog

Deep Learning - Action Plan 2018 - Jared Fretwell (Assistant Principal)

Strategic Goal 1: Teaching and Learning: aim for innovation and excellence in all learning and teaching and celebrate the successes across our school and the Kahukura COP

Strategic Goal 3: Connection: invest in school based activities that include the community and build capability and capacity into the future

Strategic Goal 4: Culture: Extend the opportunities for cultural pride and belonging, endeavour and excellence and leadership and service

Goal/Focus	Actions	Personnel	Due Date	Budget	Outcomes
<p>Strategic Goal 1 & 3 Utilise modern technology e.g. iPads, chromebooks, laptops, Active Panels, smart tvs and apple tvs so that all learners can access current information from anywhere in the school or at home</p>	<p>Develop teachers that use the concept of 'Digital Leveraging' from Michael Fullan's six competencies</p> <ul style="list-style-type: none"> • Continue to encourage the use of Seesaw Learning Journals in the classroom and at home for students to share their learning with their teacher and their whānau • Increase the quality and quantity of Seesaw posts • Encourage high quality interaction on Seesaw • Increase the use of Google as a platform for the staff to present, plan, collaborate, evaluate, reflect, budget, survey etc. • Increase the use of Google as a platform for Year 5/6 students to draft, share, present, collaborate, and reflect etc. on their learning. • Encourage the use of flipped learning in order to engage students and decrease the amount 	<p>Jared Tony Tamara Georgia Lydia Kate</p>	<p>Ongoing</p>	<p>BOT funding for Seesaw 2018</p>	<ul style="list-style-type: none"> • Technology will be used as a tool for learning not a 'have to' add on or a 'fill in' to the classroom teacher's programme. • Staff will continue to be up skilled in the effective use of technology in the classroom through staff meetings, technology breakfasts and external professional development. • Staff will attain current knowledge of effective ICT pedagogy and put it into practice in their classroom programmes. • Students will have access to high quality digital technology. • All staff/students have equitable access and use of ICT equipment • Equipment quality and

	of teacher voice in the classroom				<p>quantity moves with the time and changes with demands.</p> <ul style="list-style-type: none"> • Student's current learning is easily accessible by parents/whānau with Seesaw. This will create a more transparent learning environment and encourage 'anytime and anywhere' learning. • Our school whānau will have opportunities to learn how to use Seesaw to give quality feedback in open whānau sessions
	<ul style="list-style-type: none"> • Technology Breakfast mornings for staff with a structured focus each session e.g. Seesaw Learning Journals, coding, Assembly SMS, Kahoot, robotics, iMovie, Book Creator, Pages etc. • Sharing of ideas during staff meetings to glean ideas off other staff members. <p>, f w z x Y r x l Y x d w z d f w x l n f f z k x f Y x d r x x z Y n f Y Y x d z k Y f r x Y k w f f r x l</p>		Two Technology Breakfasts mornings a term before school		<ul style="list-style-type: none"> • Staff will be well supported in their use of digital technology • There will be a culture in the staff of sharing ideas and pushing each other into new learning, creativity and innovation • Staff have support and therefore confidence and skills are attained enabling an increased use of effective ICT integration • ICT will be used as a natural part of classroom practice to enhance and engage students in their learning.
<p>Strategic Goal 3 Create digital home links so that learning can happen outside of the classroom and outside of school hours</p>	<ul style="list-style-type: none"> • Encourage teachers to keep their Seesaw Learning Journals current and moving forward. • ICT team teachers to model good practice with their students' Seesaw Learning Journals. • Guiding the Year 5/6 students through the effective use of Google Applications in order for 		Term 1 & 2		<ul style="list-style-type: none"> • Children will be able to work on their Seesaw Learning Journals and their Google Documents from home. • Family/whānau will understand how we use digital technologies as tools to enhance their child's learning and how to provide

	<p>learning to continue outside of school hours</p> <ul style="list-style-type: none"> Facilitate parent learning sessions on both Seesaw and Google encouraging whānau to give quality feedback on their child's Seesaw Learning Journal. Move away from notices being posted to children's Seesaw Learning Journals. 				<p>quality feedback to their children on their learning.</p> <ul style="list-style-type: none"> Seesaw Learning Journals will only contain learning content – no teacher notices.
<p>Strategic Goal 3 Enable parents and teachers to have immediate access to all of their child's/children's learning</p>	<ul style="list-style-type: none"> Using Seesaw Learning Journals as a space in which parents have access to their child's current learning everywhere they go 		Ongoing		<ul style="list-style-type: none"> Students will have the skills and knowledge to use the internet safely and appropriately. Parents will have a clear understanding of the tools that their children are using at school. Parents and students will agree to the terms of and sign the Netsafe User Agreement. <p>Any inappropriate material is detected quickly and a process is followed (dealt with case by case).</p>
<p>Ensure that safe and appropriate internet usage is instilled in each child and staff member.</p>	<ul style="list-style-type: none"> Current Staff iPad and laptop User agreements distributed to all staff members. NetSafe User Agreements kept up to date for all Year 5/6 children. Parent information night on the use of Seesaw and Google. Parent learning sessions on 'Raising children in a digital world' a DVD series by Dr Gordon Neufeld. All Year 5/6 teachers access Hapara Teacher Dashboard frequently to monitor the activity of 		Ongoing		<ul style="list-style-type: none"> Students will have the skills and knowledge to use the internet safely and appropriately. Parents will have a clear understanding of the tools that their children are using at school. Parents and students will agree to the terms of and sign the Netsafe User Agreement. <p>Any inappropriate material is detected quickly and a process is</p>

	every child in their classroom.				followed (dealt with case by case
Strategic Goal 1 Foster coding, programming and robotics skills within our school.	<ul style="list-style-type: none"> Facilitate two after school Community Code Clubs every week. This will be open to all ages and to children in our community too. Run an in school hours robotics team. Enter the Junior RoboCup in August 2018. Enter the RoboFest Robotics Competition in November 2018. Enter a robot in the West Spreydon School Garden Show entry in March 2018. Support the teaching of coding, programming and robotics in ABCD Time, Passion Projects and within individual classroom programmes.	Jared Tony Tamara Lydia Kate Georgia	Ongoing August 2018 November 2018 March 2018	ICT Budget	<ul style="list-style-type: none"> Coding, programming and robotics being taught from Year 0-6. Students are being challenged to critically think and be creative to solve difficult coding problems. Successful teams in Junior RoboCup 2018 in both the Robo Rescue and the Robo Theatre events. Successful teams in the RoboFest 2018 Competition. Successful robot in the garden show entry.

Te Pihinga Team Leader

Years 0-2 - Action Plan – 2018 – Nicky Harding

Strategic Goal 1: Teaching and Learning: aim for innovation and excellence in all learning and teaching and celebrate the successes across our school and the Kahukura COP

Strategic Goal 3: Connection: invest in school-based activities that include the community and build capability and capacity into the future

Strategic Goal 4: Culture: Extend the opportunities for cultural pride and belonging, endeavour and excellence and leadership and service

Goal/Focus	Actions	Personnel	Due Date	Budget	Outcomes
Strategic Goal 1 & 4 1.1 Employ strategies for tracking achievement for all students, with a focus on Maori and Pasifika students. Ensure each teacher responds to the cultural and learning needs of all students to accelerate their learning	<ul style="list-style-type: none"> To be consistent and accurate in the assessment of literacy and numeracy on every child – collaboratively making OTJ's as a team Analyse data collected and group children according to their needs Hold regular discussions on the progress and needs of children across the team To record children “at risk” and seek support where necessary 	Team members SENCO (Janice)	ongoing		<ul style="list-style-type: none"> Progress and achievement of Maori and Pasifika students is clear and evident Results reflected on and discussed as a team to further progression Help sought for very “at risk” students
Strategic Goal 1 1.2 include the Deeper Learning 6Cs (collaboration, creativity, character, citizenship, critical thinking, communication) and the teacher review tools in our appraisal processes	<ul style="list-style-type: none"> Use design rubric when planning and assessing – individually and collaboratively as a team Implement teacher inquiry into our programme Include Deeper Learning 6C's in appraisal process Develop our own understanding of “Growth Mindset” and implement this into our programmes 	Classroom teachers Teacher Aides	ongoing		<ul style="list-style-type: none"> Children are tracked and assessed against 6c's rubric(s) Target children make progress due to accelerated learning programmes, ongoing assessment evolved from teacher inquiries Children implement & use the language associated with “growth mindset”

<p>1.3 meet the milestone reporting criteria by providing teacher inquiry evidence of the students developing the dispositions required for deeper learning (modern learning practice) and as a result, achieving success at every level of learning</p>	<ul style="list-style-type: none"> • Teachers in the team carry out accurate testing and analysis results for every child • Update assessment regularly online by classroom teacher • Collaboratively analyses data and group children (Team meetings) • Collaboratively plan effective programmes to meet the needs of the children across the team (Team meetings) • Use T.A. to support teaching staff in the classroom to accelerate learning (especially in mathematics and literacy) – Janice in charge of this programme • Teachers to have regular conversations with Teacher Aide and Janice – discussing needs of the children within the classes 	<p>Classroom Teachers Teacher aides</p>			<ul style="list-style-type: none"> • Children are tracked and assessed against 6c's rubric(s) • Target children make progress due to accelerated learning programmes, ongoing assessment evolved from teacher inquiries • Children implement & use the language associated with "growth mindset"
<p>1.4 Consolidate our school as a collaborative learning environment. 1.5 every child must achieve at or above in literacy and numeracy, and/or show progress towards the set school reporting criteria, and/or achieve to the best of his or her ability in supported learning programmes and with differentiated learning</p>	<ul style="list-style-type: none"> • Teachers in the team carry out accurate testing and analysis results for every child • Update assessment regularly online by classroom teacher • Collaboratively analyses data and group children (Team meetings) • Collaboratively plan effective programmes to meet the needs of the children across the team (Team meetings) • Use T.A. to support teaching staff in the classroom to accelerate learning (especially in mathematics and literacy) – Janice in charge of this programme • Teachers to have regular conversations with Teacher Aide and Janice – discussing needs of the children within the classes • Teachers individually and 	<p>Senior Management – goals Team leader Team members Janice SENCO and teacher in charge of Teacher Aides</p>			<ul style="list-style-type: none"> • In class programmes set in place to increase achievement • Regular reflection and refining of programmes by teachers • Programmes developed to meet individual needs • children at risk are identified and monitored • Support programmes target the needs of the learners with the greatest difficulty/potential to improve • Focus on Numeracy progress as part of the school development plan

	<p>collaboratively evaluate programmes through reflections and formative assessment throughout the year (Team meetings)</p> <ul style="list-style-type: none"> Teachers are to email referrals to Janice for children who are struggling with progress (academic and behaviour) - Learning Support, RTLB etc 				
1.6 every child must be identified for his or her passions, talents and gifts in every area of learning and endeavour	<ul style="list-style-type: none"> Teachers identify children's strengths and passions by observations and conversations with children (and parents where ever possible) Children will be given opportunities to extend their knowledge and skills in areas of interest and/or strength eg through ABCD time or inquiry 	<p>Senior Team members</p> <p>Teaching staff</p>			<ul style="list-style-type: none"> Children's strengths, passions and deep interest will be identified Children will feel valued, recognised through recognition of their strengths and passions
1.7 teachers will collaborate within their teams and across the school to provide the best learning opportunities for every child to flourish, and for their own passion, gifts and talents to be fully realised	<ul style="list-style-type: none"> Team planning will be collaborative, and will reflect the strengths of the teachers in the team Team meetings will be a forum for discussing children and learning programmes In areas in which the teaching team feels a lack of strength there will be a commitment to seeking support, knowledge, and ideas from outside of the team Children will be given opportunities to extend their knowledge and skills in area/s of strength and knowledge eg during ABCD time etc 	Team members	<p>Team meetings – weekly.</p> <p>Focused discussion fortnightly on children, planning & assessment</p>		<ul style="list-style-type: none"> Teachers will be aware of children across the team and Team members will think about children in their own class Teachers will reflect on their programmes Programmes will be strong, balanced and interesting
1.8 Provide a digital portal for parents and children to	<ul style="list-style-type: none"> In team meetings, communication between teachers in terms of ideas 	Team members	ongoing		<ul style="list-style-type: none"> There will be a culture of sharing learning and

access classroom learning, contingently (See Saw)	<ul style="list-style-type: none"> for use of ICT Share success and difficulties in use of ICT 				celebrating learning during the Shared Learning Time
Strategic Goal 4 1.9 Collaborate with our MAC cluster schools Create a seamless home to school environment for Maori and Pasifika students so our school is inclusive and inspirational	<ul style="list-style-type: none"> The Maori/Pasifika perspective will be considered in planning, assessment Maori/PI students highlighted on planning Teachers will attend hui/fono in order to understand the perspective of the Maori and Pasifika families and any other relevant courses where possible 	Staff	Several times a year		<ul style="list-style-type: none"> Staff will have a greater understanding of the values and needs of the Maori and Pasifika students in the school Teachers will build relationships with all families
Strategic Goal 4 1.10 ensure that the way we do things here (our kaupapa) reflects the values and practices that we see are important to our Maori and Pasifika students and their whanau/fono so we can maximise every learning opportunity	<ul style="list-style-type: none"> Teachers will attend hui/fono in order to understand the perspective of the Maori and Pasifika families The Maori/Pasifika perspective will be considered in planning, ongoing tracking 	Team members	Several times a year		Teachers will have a greater understanding of the values and needs of the Maori and Pasifika students in the school
Strategic goal 2: Connection Invest in school based activities that include the community, building capability and capacity of our people into the future through connection					
2.1 utilise technology e.g. iPads, smart tvs, cameras, so that all learners can access current information from anywhere in the school or at home and be able to rework and synthesise their findings into new learning for themselves and for others	<ul style="list-style-type: none"> to take opportunities as they arise to take children's interests further using any technology available to continue with ABCD time – techie sessions providing opportunities for in deep learning 	Team members		ongoing	<ul style="list-style-type: none"> In class programmes set in place to increase achievement Regular reflection and refining of programmes by teachers
2.2 strengthen digital home school links so that learning	<ul style="list-style-type: none"> In team meetings, communication between teachers in terms of ideas 	Team members	ongoing		There will be a culture of sharing learning and celebrating learning

can happen outside of the classroom and outside of school hours (See Saw)	<ul style="list-style-type: none"> for use of ICTs Share success and difficulties in use of ICTs 				during the Shared Learning Time
2.3 enable parents and teachers to have immediate access to all of their child's/children's learning (See Saw) and to be able to provide constructive feedback	<ul style="list-style-type: none"> Create digital home links so that learning can happen outside of the classroom and outside of school hours 	Team members	ongoing		<ul style="list-style-type: none"> Seesaw will be utilised by parents to expand on the learning completed in the classroom Learning Journals will be a picture of where the children are at in each learning area
2.4 Develop a school wide teacher leadership training programme for all middle leaders, leadership holders and those interested in leadership for the future	<ul style="list-style-type: none"> Discuss strengths as a team, leadership team and as a staff Look for ways to build on leadership Attend courses/professional development 	Nicky Principal, DP, AP Middle Leaders Team members			<ul style="list-style-type: none"> Team Leaders will utilise the results of Strength Finders in our planning, meetings and collaboration Leadership programme will be integrated into how we operate as a team
<p>Strategic goal 3: Environment Build a school environment that connects our community, people, buildings and natural places, and tells the story of “us, our place and our future” in our local community</p>					
3.1 Collaborate with community 1.29 <u>strengthen ECE</u> and High School relationships and transitions	<ul style="list-style-type: none"> Communicate with local ECE to establish transition systems and visits (eg during ABCD time) Assess transition programme and change where necessary 	AP – Jared Team leader/room 11 staff members Team members supporting pre school visits during ABCD time	Ongoing		Transition systems will be clear for all concerned and a positive experience
3.2 Collaborate and communicate with staff	<ul style="list-style-type: none"> Keep communication open by checking on team regularly, planning and assessing together Add goals to team appraisal document Inform Principal, DP and/or AP about any concerns or upcoming 	Several times a year			<ul style="list-style-type: none"> Staff will feel part of a team and heard Teams have high and clear expectations Principal, DP and/or AP will be in the loop with what is going on

	<ul style="list-style-type: none"> events Keep staff in the loop by email or in discussions 				<ul style="list-style-type: none"> School community will be informed with up to date events and information eg seesaw, open days, assembly
<p>Strategic goal 4: Culture Extend the opportunities for cultural pride and belonging, endeavour and excellence, leadership and service</p>					
<p>4.1 Ensure that the way we do things at WSS (our kaupapa) reflects the values and practices that we see are important to our Maori and Pasifika students and their whanau/fono so we can maximise every learning opportunity</p>	<ul style="list-style-type: none"> Teachers will attend fono/hui, hangi and/or koko time in order to understand the perspectives of the Maori/Pasifika families Maori/Pasifika perspective will be considered in planning Kapahaka weekly 	<p>Team members</p> <p>Lydia – kapahaka leadership. Team members to learn waiata, actions etc with children</p>			<ul style="list-style-type: none"> Teachers will have a greater understanding of the values and needs of the Maori and Pasifika student in the school
<p>4.2 Employ SAF strategies for tracking achievement for Maori and Pasifika students. Ensure each teacher responds to the cultural and learning needs of those students to accelerate their learning</p>	<ul style="list-style-type: none"> To be consistent and accurate in the assessment of literacy and numeracy on every child – collaboratively making OTJ's as a team Analyse data collected and group children according to their needs Hold regular discussions on the progress and needs of children across the team To record children "at risk" and seek support where necessary 	<p>Team members</p> <p>SENCO (Janice)</p>	ongoing		<ul style="list-style-type: none"> Progress and achievement of Maori and Pasifika students is clear and evident Results reflected on and discussed as a team to further progression Help sought for very "at risk" students

Sports Coordination - Action Plan 2018 – Rochelle Everest

Strategic Goal 1: Teaching and Learning: aim for innovation and excellence in all learning and teaching and celebrate the successes across our school and the Kahukura COP

Strategic Goal 3: Connection: invest in school based activities that include the community and build capability and capacity into the future

Strategic Goal 4: Culture: Extend the opportunities for cultural pride and belonging, endeavour and excellence and leadership and service

Dimension- Professional Knowledge, Practice and Leadership

Goal/Focus	Actions	Personnel	Due Date	Budget	Outcomes
6.1 To have increased participation in sport and PE, particularly at Yrs3-6	<ul style="list-style-type: none"> • Act as sports coordinator for W.S.S • Liaise with Sport Canterbury for professional development and monitoring of Sport Start • Liaise with Spreydon Baptist church and the <u>local sports coordinator, Greg Spence</u> regarding Year 3 / 4 sport • Liaise with Melissa Ruscoe to foster relationship/partnership With Hillmorton High School and nearby schools as part of the Sport in Education Project • Continue to implement School wide PE programme "SportStart". • Implement physical activities school wide and within the Senior, Middle and Junior teams eg, Cricket, cross country, jump jam, athletics, swimming, PMP, rugby, 	<p>Rochelle and PE committee</p> <p>Tamara, Lydia Nicky Junior Jump Jam Matt, Aimee</p> <p>Canterbury Hockey Greg/Ruth Major Matt Bathurst- Pioneer Basketball Greg</p> <p>Aimee/Nicky T/Dave Langrell/Cath/Ruth/ parent helpers</p> <p>Greg/Nicky /Georgia/Aimee/</p>	Terms 1-4 2018		<ul style="list-style-type: none"> • Yr0-2 students will have participated in PMP, Sport Start and Jump Jam • Yr0-2 will have the opportunity to play basketball and hockey with specialist coaching • Yr0-2 will have the option to play touch in the Pioneer touch competition • Yr 3 / 4 students will have participated in school based coaching and skill sessions in selected sports. • Yr3/4 will have the option to play basketball in Pioneer competition • Yr3/4 students will have participated in inter-school tournaments and competitions organised by

	<p>netball, football, hockey, t ball and tennis.</p> <ul style="list-style-type: none"> • PAL Leaders to run lunchtime sports. • Enter Yr5/6 teams into winter sport competitions and tournaments. • Source parent coaches/helpers to increase team numbers and the number of participants able to go to events. eg. Zone athletic sports 	<p>Janice</p> <p>Rochelle, Greg, team teachers who have done the training course.</p> <p>All staff PE team Greg Ruth Jude</p> <p>Senior team teachers to coach, with parent helpers</p> <p>Possibles: Ange-rugby Jude/Tamara/Ruth netball Chantaleigh hockey Dave-basketball Vikki/Aimee - netball Cath-cricket Cath/Jodene-athletics Matt--soccer</p>			<p>the local sports initiative.</p> <ul style="list-style-type: none"> • All staff will have the Sport start resource and support from within their team to teach this. • An increased number of students will reach qualifying standards and will have participated in zone events for their specialist sport. • All WSS students will have participated in school events such as Cross Country, Athletics, Swimming and Jump Jam • A select group of Yr5/6 attended the PAL training course and led sports games for all students • Yr5/6 students will have participated in weekly winter sports competitions and winter tournaments • Jump Jam will continue for our community on Friday mornings and all students will have participated in jump jam weekly.
<p>.2 To teach skills and strategies in Yr3/4 as part of the localised sports initiative and provide opportunities to compete and excel in interschool tournaments in a variety of sports</p>	<ul style="list-style-type: none"> • W.S.S has been a part of the localised sports initiative in Year3/4 for the last eight years. • The children take part in a variety of sports: golf, football, hockey, netball, rippa rugby, volleyball, t ball, cricket and athletics. 	<p>Rochelle</p> <p>Nicky T to liaise with Greg Spence, local coordinator. Liaise with Ruth Major as Cross Over Trust Home School Partnership</p>	<p>Terms 1-4 2018</p>	<p>TBC</p>	<ul style="list-style-type: none"> • Yr 3/ 4 students will have participated in school based coaching and skill sessions in selected sports. • Yr3/4 students will have participated in inter-school tournaments and competitions organised by the local sports initiative.

<p>6.3 Deliver a high quality school wide sport and physical education programme</p>	<ul style="list-style-type: none"> • SportStart PE programme across all levels-access and set up resources for each class, provide initial Professional development for staff with a school long term plan, organise professional development for new teachers on how to run programme with help from Sport Canterbury experts and continue to monitor and provide support for staff throughout the year. • Swim NZ lessons- • Inter-school and zone sports • Girls cricket Term 1, • Mixed team Term 4 • Hockey • Jump jam school wide and competition teams • Organise and liaise with our school staff and support staff to implement and run school wide events. • Be responsible for purchasing and maintenance of resources, equipment storage and delegation of team uniforms 	<p>Sport Canterbury</p> <p>Tutor teachers to mentor BT</p> <p>Greg to support Yr3&4 classes</p> <p>Swim NZ instructors to provide PD for staff and classes</p> <p>PE team, staff and parent coaches to help zone qualifiers</p> <p>Canterbury Hockey-Small sticks programme</p> <p>Nicky</p>	<p>Terms 1-4 2018</p> <p>Term 1 Week 4</p> <p>Feb/Mar</p> <p>Term 1 weeks 7&8</p>		<ul style="list-style-type: none"> • Up to date resources and PD were available for staff, helpers and coaches. • Classes took advantage of a flexible timetable to organise sport start activities or challenges versing other classes. • Robbie notified us of training courses throughout the year. • Staff will have guidance from Swim NZ on how to implement lessons with their class in our own pool. • All students will have completed swimsafe lessons and assessments. • Potential zone swimmers identified and entered in SW zone sports event. • Entered a girls team into Friday afternoon competition. Hosted games at WSS on new artificial pitch. • All students will have participated in lessons wit expert hockey coaching. • All staff will have jump jam resources to use with their students. • All students will have had an opportunity to trial for a jump jam team, and entered the National Jump Jam competition.
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SENCO - Action Plan 2018 – Janice Krammer

Strategic Goal 1: Teaching and Learning: aim for innovation and excellence in all learning and teaching and celebrate the successes across our school and the Kahukura COP

Strategic Goal 3: Connection: invest in school-based activities that include the community and build capability and capacity into the future

Strategic Goal 4: Culture: Extend the opportunities for cultural pride and belonging, endeavour and excellence and leadership and service

Goal/Focus	Actions	Personnel	Due Date	Budget	Outcomes
<p>Identify students at risk of not achieving and accelerate their progress</p> <p>Provide learning opportunities for every child to flourish and for their own gifts and talents to be fully real realised</p>	<ul style="list-style-type: none"> ● Use the results from school wide data to select identified students who are working below their level of achievement ● Develop programmes for based on data and teacher information to backfill the students learning ● Monitor students achievement in Learning Support Programme ● Liaise with Jan Murray and Margaret Smart as part of Learning Support Team ● Liaise with teacher aides and every week on progress of students and any issues which may arise ● Liaise with teachers on progress of students and programmes ● Refer children struggling with progress after trying different programmes to RTLb or RTLit or any services deemed relevant ● Collaborate with Reading 	<p>Team Leaders and classroom teachers Janice and classroom teachers Janice</p> <p>Margaret and Jan</p> <p>Janice</p> <p>Janice and Jan</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Weekly on Wednesday</p> <p>Ongoing</p>	<p>SEG/TFG/IRF</p>	<ul style="list-style-type: none"> ● Target student's learning needs are identified and a programme is set up with start and end points to track their progress and effectiveness of the programme ● Teacher aides report back on progress and any issues with the programmes so they maximise the learning ● Teachers are kept up to date with the programmes being run and SENCO is kept up to date with what is happening in the classroom ● Students needing support are referred to appropriate agency ● Pastoral care continues to support families and children with social, emotional and physical welfare

	<p>Recovery teacher in selection of students when there is a vacancy</p> <ul style="list-style-type: none"> ● Organise and run Pastoral Care meetings for the social, emotional and physical welfare of children in our care. ● Organise teacher aide timetables and deal with any issues that may arise ● Ongoing appraisal of teacher aides throughout the year ● Develop data base on google docs to show students in programmes, their goals and time frame and evaluation ● Monitor the programmes to ensure they are meeting the needs of the child and progress is being made ● Search for and refer teacher aides to relevant professional development ● Oversee HHN and ORs funded students. Organise and run IEP meetings and liaise with professionals. ● Ensure teacher aide support is provided and programmes set up for them 	<p>Twice a term</p> <p>Ongoing adaptation of timetables and appraisals – one a fortnight</p> <p>Ongoing</p> <p>Weekly</p> <p>Ongoing</p>			<ul style="list-style-type: none"> ● Timetables reflect the current programmes and students involved at any one time ● Database shows which students have received support, their programme outline, goal and time frame. It is accessible to all teachers ● Teacher aides feel valued when Professional Development is offered and they can extend their knowledge ● Students receive the programmes and services they are entitled to receive. ● Programmes are relevant to the student and work is differentiated to suit their learning
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ICT - Action Plan 2018 – Jared Fretwell (Assistant Principal)

Strategic Goal 1: Teaching and Learning: aim for innovation and excellence in all learning and teaching and celebrate the successes across our school and the Kahukura COP

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Strategic Goal 4: Culture: Extend the opportunities for cultural pride and belonging, endeavour and excellence and leadership and service

Goal/Focus	Actions	Personnel	Due Date	Budget	Outcomes
<p>Utilise modern technology e.g. iPads, chromebooks, laptops, ActivPanels, smart tvs and apple tvs so that all learners can access current information from anywhere in the school or at home</p>	<ul style="list-style-type: none"> ● Develop teachers that use the concept of 'Digital Leveraging' from Michael Fullan's six competencies ● Continue to encourage the use of Seesaw Learning Journals in the classroom and at home for students to share their learning with their teacher and their whānau ● Increase the quality and quantity of Seesaw posts ● Encourage high quality interaction on Seesaw ● Increase the use of Google as a platform for the staff to present, plan, collaborate, evaluate, reflect, budget, survey etc. ● Increase the use of Google as a platform ● for Year 5/6 students to draft, share, present, collaborate, and reflect etc. on their learning. ● Encourage the use of flipped 	<p>Jared Tony Tamara Georgia Lydia Kate</p>	<p>Ongoing</p>	<p>\$27,500</p>	<ul style="list-style-type: none"> ● Technology will be used as a tool for learning not a 'have to' add on or a 'fill in' to the classroom teacher's programme. ● Staff will continue to be up skilled in the effective use of technology in the classroom through staff meetings, technology breakfasts and external professional development. ● Staff will attain current knowledge of effective ICT pedagogy and put it into practice in their classroom programmes. ● Students will have access to high quality digital technology. ● All staff/students have equitable access and use of ICT equipment. ● Equipment quality and

	learning in order to engage students and decrease the amount of teacher voice in the classroom				<p>quantity moves with the time and changes with demands.</p> <ul style="list-style-type: none"> • Student's current learning is easily accessible by parents/whānau with Seesaw. This will create a more transparent learning environment and encourage 'anytime and anywhere' learning. • Our school whānau will have opportunities to learn how to use Seesaw to give quality feedback in open whānau sessions
<p>Master new apps and software as a tool to foster and develop creativity and innovation. These include coding, movie making, photo taking, quiz making, researching skills, book making, skypeing etc.</p>	<ul style="list-style-type: none"> • Technology Breakfast mornings for staff with a structured focus each session e.g. Seesaw Learning Journals, coding, Assembly SMS, Kahoot, robotics, iMovie, Book Creator, Pages etc. • Sharing of ideas during staff meetings to glean ideas off other staff members. • Demonstrating and modelling the use of new and innovative apps and software in staff meetings. 	All teaching staff	Two Technology Breakfasts mornings a term before school	ICT Budget	<ul style="list-style-type: none"> • Staff will be well supported in their use of digital technology • There will be a culture in the staff of sharing ideas and pushing each other into new learning, creativity and innovation • Staff have support and therefore confidence and skills are attained enabling an increased use of effective ICT integration • ICT will be used as a natural part of classroom practice to enhance and engage students in their learning.
<p>Create digital home links so that learning can happen outside of the classroom and outside of school</p>	<ul style="list-style-type: none"> • Encourage teachers to keep their Seesaw Learning Journals current and moving forward. – ICT team teachers to model good practice with their students' Seesaw Learning Journals. 	All teaching staff	Ongoing		<ul style="list-style-type: none"> • Family/whānau will be informed about what their child is learning. They will also have the ability to comment on their child's learning and build

<p>hours</p>	<ul style="list-style-type: none"> • Guiding the Year 5/6 students through the effective use of Google Applications in order for learning to continue outside of school hours • Facilitate parent learning sessions on both Seesaw and Google encouraging whānau to give quality feedback on their child's Seesaw Learning Journal. • Move away from notices being posted to children's Seesaw Learning Journals. 				<p>relationship with the classroom teacher.</p> <ul style="list-style-type: none"> • Learning will not finish at 3pm. Children will be able to work on their Seesaw Learning Journals and their Google Documents from home. • Family/whānau will understand how we use digital technologies as tools to enhance their child's learning and how to provide quality feedback to their children on their learning. • Seesaw Learning Journals will only contain learning content – no teacher notices.
	<ul style="list-style-type: none"> • N rxl Lff Y =fYxrxl ;z xYv Y Y Ybf rx mibm Yfx mY f Ybbf z nf n bmv d b fx vYxrxl f f nf f nf lz 		<p>Ongoing</p>		<ul style="list-style-type: none"> • Parents will have access to their child's most current learning and they will be able to comment on that learning. • Parents are notified instantly when a piece of their child's learning is posted to Seesaw. • L df x vYxrxl rwaf bf v a Yf d rx Y rwf v kY mzx Yxd nf rw fbf nf kf f daYbukf fx v zx nf n zl f
	<ul style="list-style-type: none"> • Current Staff iPad and laptop User agreements distributed to all staff members. • NetSafe User Agreements kept up to date for all Year 5/6 children. • Parent information night on the use of Seesaw and Google. • Parent learning sessions on 				<ul style="list-style-type: none"> • Students will have the skills and knowledge to use the internet safely and appropriately. • Parents will have a clear understanding of the tools that their children are using at school.

	<p>'Raising children in a digital world' a DVD series by Dr Gordon Neufeld.</p> <ul style="list-style-type: none"> All Year 5/6 teachers access Hapara Teacher Dashboard frequently to monitor the activity of every child in their classroom. 				<ul style="list-style-type: none"> Parents and students will agree to the terms of and sign the Netsafe User Agreement. x rY z rYf wYf rYvn df f b f d rYv Yxd Y zbf n kvz f d df Yv nmbY f a bY f
	<ul style="list-style-type: none"> Facilitate two after school Community Code Clubs every week. This will be open to all ages and to children in our community too. Run an in school hours robotics team. Enter the Junior RoboCup in August 2018. Enter the RoboFest Robotics Competition in November 2018. Enter a robot in the West Spreydon School Garden Show entry in March 2018. L z nf f Ybrxl zkbzdrxl zl Ywwxl Yxd zaz rb rx) , Mwf HY rzx Hztf b Yxd nmx rxdn rd YvbY zzw zl Ywwf 	<p>Jared Tony Tamara Lydia Kate 4f z l rY</p>	<p>Ongoing</p> <p>August 2018</p> <p>November 2018</p> <p>Ybm</p>		<ul style="list-style-type: none"> Coding, programming and robotics being taught from Year 0-6. Students are being challenged to critically think and be creative to solve difficult coding problems. Successful teams in Junior RoboCup 2018 in both the Robo Rescue and the Robo Theatre events. Successful teams in the RoboFest 2018 Competition. L bbf k v zaz rx nf l Ydf x nz fx

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Strategic Goal 2: Environment: Build a physical environment that tells the story of us and our place and our future in our local community

Strategic Goal 3: Connection: invest in school-based activities that include the community and build capability and capacity into the future

Strategic Goal 4: Culture: Extend the opportunities for cultural pride and belonging, endeavour and excellence and leadership and service

Goal/Focus	Actions	Personnel	Due Date	Budget	Outcomes
<p>Raise students' awareness of their environment, and what they do can affect their environment</p> <p>Offer all students the opportunity to help create the school gardens</p>	<p>Develop environmental groups to take responsibility for</p> <ul style="list-style-type: none"> waste and compost scheme (red bucket composting) litter collectors (twice weekly collections of rubbish) garden monitors (ongoing weeding, tidying of vege gardens) orchard monitors (tidy, weed and develop orchard) chicken monitors (collection of eggs, tidying of chicken coop, monitoring water and food) 	Janice Jude (school leaders)	<p>Ongoing throughout the year</p> <p>All year</p>	<p>Blueberry Sales for Chicken food</p> <p>Ongoing sale of produce from the gardens</p>	<ul style="list-style-type: none"> Students take responsibility for their environment and the local community Students take opportunities to become leaders in their chosen interest Students take pride in their environment. Students are proud of their gardening skills and hopefully go on to develop gardens at home.
	<ul style="list-style-type: none"> Gardening group to maintain and develop the school garden. Organise groups of students to work with facilitator from Odering's School Garden Project Monitor garden and groups and 	Janice Gardening Students Odering Nursery Facilitator	<p>Feb/March</p> <p>Feb/Mar Nov/Dec</p>	<p>\$500.00 CHS</p> <p>Adf rxl Yd</p>	<ul style="list-style-type: none"> The school presents a garden based on the students ideas and research L df x Yw Yaz nf n v Y xrl mrf nz bY rxl nf l Y df x d rxl dY nf

	<p>teach other groups of children the skills being taught</p> <ul style="list-style-type: none"> • Coordinate groups of students and teachers to work on tasks towards the garden show • Students research topics and share their ideas on how the garden should be developed • Maintain budget from Horticultural Society and Odering's Nursery Garden Card 	<p>Janice and class teachers Janice and class teachers ;Yxrtbf</p>	<p>Feb/March Ab ?z</p>		
<p>Work with Kaitiaki/caretaker and enter promotions where our school is recognised for the student's efforts and our goals in enhancing our school environment.</p>	<ul style="list-style-type: none"> • Enter the school in Keep Christchurch Beautiful (Major Project - composting of lunch waste) • Enter the school in the new Spreydon Heathcote Edible Garden Awards 	<p>Janice Bill Janice Bill</p>	<p>Term 1, 2, 3 March</p>		<ul style="list-style-type: none"> • Students and teachers efforts are recognised. • Kaitiaki is recognised for his efforts in composting, rubbish and litter control.
<p>Liaise with Sjaan from DOC in Waimokihi Cleanup</p>	<ul style="list-style-type: none"> • Organise teachers, students and parents to clean up the Waimokihi Stream during the Big Clean Up day. 	<p>Janice Sjaan Bill Staff</p>	<p>August</p>		<ul style="list-style-type: none"> • The amount of rubbish collected from the stream each year decreases as children become more aware of the effect rubbish is having on our environment
<p>Teach children how to use the produce grown by cooking simple meals, salads etc and share with classes</p>	<ul style="list-style-type: none"> • Students involved in harvesting, preparing and cooking produce. 	<p>Janice</p>	<p>ongoing</p>		<ul style="list-style-type: none"> • Students have the opportunities to cook simple dishes to share with others

MATH DEVELOPMENT AND INNOVATION LEADER

Action Plan 2018 – Janice Krammer

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Strategic Goal 4: Culture: Extend the opportunities for cultural pride and belonging, endeavour and excellence and leadership and servi

Goal/Focus	Actions	Personnel	Due Date	Budget	Outcomes
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<p>Increase the number of students achieving at or above their achievement level in mathematics and accelerate the progress of students identified as at risk of not achieving</p> <p>Provide learning opportunities for every child to flourish and for their own gifts and talents to be fully realised.</p>	<ul style="list-style-type: none"> • track math data across the school using the SAF based templates that show progress and achievement and keep team leaders and the Leadership team alerted to any downward trends • Work with Team Leaders and teachers to identify where children are working and support organising remediation and support groups/material for those students who are at risk • Collaborate with class teachers to identify children who would benefit from enrichment programmes outside of school. Attending/competing in Maths Challenges • Promote Maths Week and encourage all classes to participate in the daily challenges. • Explore the possibility of children using Mathletics. 	<p>Janice Maata Ange</p> <p>Janice Class Teachers</p> <p>Janice Class teachers</p> <p>Janice Class teachers Class teachers</p> <p>Janice</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Term 3</p> <p>Term 1</p>	<p>Nil</p> <p>nil</p> <p>Programmes considered according to budget</p> <p>Programmes/ courses considered according to budget</p>	<ul style="list-style-type: none"> • All children are monitored and discussed within teams and team leaders meetings. Support provided to students to increase achievement levels. • Teachers identify the areas needing extra work and programmes set up too accelerate learning. • Opportunities for enrichment are provided for students. • Students and teachers participate in a variety of mathematical problems at different levels. • Teacher benefit from relevant and motivating professional development.
<p>Create networks of learning outside of school.</p>	<ul style="list-style-type: none"> • Develop a resource bank of links to math websites, activities, plans and ideas on google docs and ensure all teachers can access doc. • Include ipad apps, seesaw, support networks for teachers on facebook, websites e.g Mindset and Joe Boaler 	<p>Janice Staff</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Nil</p> <p>Cost of apps where appropriate</p>	<ul style="list-style-type: none"> • All staff share useful websites and apps.
<p>ƒ Yd nf Ykix zlf rzxYv df f v wf x Yxd df f v xnny nf Ybz nf bnzzv</p>	<ul style="list-style-type: none"> • Review and rewrite the Math curriculum in collaboration with the math team 	<p>Maths Committee</p> <p>Janice</p>	<p>ongoing</p>		<ul style="list-style-type: none"> • Maths curriculum is updated and relevant to maths teaching in 2018.

	<ul style="list-style-type: none"> • Use the Effective School Evaluation template to review and audit math data and the influencing factors to assist with reports to the Board as required, and as a basis for analysis of variance in time for end of year data. • Collaborate with the UC Math Leaders group to support professional development across the school • Organise timetables and teachers for PLD sessions <ul style="list-style-type: none"> · Complete reports on PLD to Ministry • Attend symposium and seminars as appropriate. Organise teaching staff to attend PD where appropriate (BTs) Manage budget and resources 	<p>Maths Committee</p> <p>Janice</p> <p>Janice</p> <p>Janice</p> <p>Janice</p>			<ul style="list-style-type: none"> • The Development Plan will be written to share the journey with the board, outlining the context, investigation, collaboration and action taken throughout the year. • Outside facilitators support staff and share their knowledge, upskilling staff and demonstrating teaching. • Professional development provided by UC plus to increase teacher knowledge, confidence and develop new ideas in maths teaching • Teachers attend courses, symposium to consolidate their teaching knowledge. • The budget is spent on relevant materials, programmes and equipment throughout the year.
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<p>Every child must be identified for his her passions, talents and gifts in every area of learning and endeavour</p>	<p>of year achievement data for Pasifika learners</p> <ul style="list-style-type: none"> • Provide opportunities for middle and senior children to participate in the Pasifika group for the cultural festival. Recognise children who show strength and passion and provide opportunities for leadership. • Celebration of Success for our Pasifika and Maori students – Evening of recognition of achievements across the curriculum and extracurricular 				
<p>Create a seamless home to school environment for Maori and Pasifika students so our school is inclusive and inspirational</p> <p>Provide parent education fora</p>	<ul style="list-style-type: none"> • Organise Talanoa for Pasifika Families • Act on information gained in the talanoa • Hold end of year Fono and celebration for Pasifika families. • Share information with Pasifika families on how the school is working with children in key learning areas, and how they can help and support learning. 	<p>Angie</p>	<p>Term 1/2</p> <p>Term 4</p> <p>Terms 2-4</p>		<ul style="list-style-type: none"> • Pasifika families will have an avenue for communication with the school • Pasifika families will have a say in how school meets the needs of their children • Pasifika parents will be aware of modern learning practice, and will have information on ways that they can help.
<p>Ensure that the way we do things here (our kaupapa) reflects the values and practices that we see are important to our Pasifika students and their whanau/fono so we can maximize every learning opportunity</p>	<ul style="list-style-type: none"> • Plan and run staff meeting on the needs of Pasifika learners – report baseline achievement data. (PD through Koko Time NZEI-17 February) • Share aspects of Pacific Island languages with the staff. Provide class display cards for greetings and common phrases. • Share aspects of Pacific Island culture with staff. Provide teaching and learning ideas for teachers to implement in classes. • Complete termly walk through to gather information about/check progress on Pasifika language in 	<p>Angie</p>	<p>Term 1</p> <p>Term 2</p> <p>Term 3</p> <p>Terms 1-4</p>		<ul style="list-style-type: none"> • Teachers will be empowered to cater to the needs of the Pasifika children in their class. • Teachers will be able to confidently use Pasifika words and phrases to enhance the education of all learners • Teachers will be aware of aspects of Pasifika culture, and able to use this knowledge in their teaching

	<p>the class and adaptations being made to support Pasifika learners.</p> <ul style="list-style-type: none"> • Feedback to staff on information gathered and facilitate reflection and development of next steps. • Consult with Student Achievement Function Practitioner from the Ministry twice termly 				
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Harakeke Team Leader - Action Plan 2018 – Angie Malae

Strategic Goal 1: Teaching and Learning: aim for innovation and excellence in all learning and teaching and celebrate the successes across our school and the Kahukura COP

Strategic Goal 3: Connection: invest in school based activities that include the community and build capability and capacity into the future

Strategic Goal 4: Culture: Extend the opportunities for cultural pride and belonging, endeavour and excellence and leadership and service

Collaborate in partnership with our community, our learning colleagues, our students and our support agencies to place the successes of our children at the heart of all that we do.

Goal/Focus	Actions	Personnel	Due Date	Budget	Outcomes
Collaborate in partnership with our community, our learning colleagues, our students and our support agencies to place the successes of our children at the heart of all that we do.					
2a – every child must	<ul style="list-style-type: none"> • Teachers in the team carry out 	Senior team	Ongoing		<ul style="list-style-type: none"> • children at risk are identified

<p>achieve at or above the National Standard in literacy and numeracy, or show progress towards the National Standard, or achieve to the best of his/her ability in supported learning programmes and with differentiated learning</p>	<p>accurate testing and analysis of results for every child.</p> <ul style="list-style-type: none"> • Teachers will develop a strong knowledge of their learners through through the beginning of the year programme – group trends/areas of weakness will be identified • Children with difficulties or who are at risk of not succeeding will be identified. • Support programmes will be sought for children at risk of falling below standard • Teachers will use assessment data to plan effective programmes targeting individual needs • Teachers will evaluate the effectiveness of their programmes through reflection on the results of formative assessment throughout the year. • Hold regular discussion about children and teaching programmes in the team meeting setting 	<p>teachers</p>			<p>and monitored</p> <ul style="list-style-type: none"> • In class programmes set in place to increase achievement • Support programmes target the needs of the learners with the greatest difficulty/potential to improve • Programmes developed to meet individual needs • Regular reflection and refining of programmes by teachers
<p>2b Every child must be identified for his/her passions, talents and gifts in every area of learning and endeavour</p>	<ul style="list-style-type: none"> • Teachers will use observation, assessment, discussion with previous teachers, and conversation with children to identify children's strengths and passions. • Goal setting interviews will give further insight into each child and their family's perspective. • Children will be given opportunities to extend their knowledge and skills in areas of strength and/or interest. • Children will be given leadership opportunities where possible in areas of strength. 	<p>Team members</p>	<p>Fortnightly</p>		<ul style="list-style-type: none"> • Team members with think about children in their own class • Teachers will be aware of children across the team. • Teachers will reflect on their programmes. • Programmes will be strong, balanced and interesting • Writing and one other area will be taught in a collaborative way • Teachers will learn about teaching in areas where they do not feel strong

<p>3h ensure that the way we do things here (our kaupapa) reflects the values and practices that we see are important to our Maori and Pasifika students and their whanau/fono so we can maximise every learning opportunity</p>	<ul style="list-style-type: none"> Teachers will attend hui/talanoa/fono in order to understand the perspective of the Maori and Pasifika families The Maori/Pasifika perspective will be considered in planning 	<p>Team members</p>	<p>Several times in the year</p>		<ul style="list-style-type: none"> Teachers will have a greater understanding of the values and needs of the Maori and Pasifika students in the school.
<p>3i Employ the SAF strategies for tracking student achievement for Maori and Pasifika students and ensure that each teacher responds to the cultural and learning needs of those students to accelerate their learning</p>	<ul style="list-style-type: none"> To be consistent and accurate in the assessment of literacy and numeracy on every child to analyse data collected and group children according to needs hold regular discussion on the progress and needs of children across the team to record children 'at risk' and seek support where needed 	<p>Team Members Janice</p>	<p>ongoing</p>		<ul style="list-style-type: none"> SAF forms are completed and collated progress/achievement of Maori students is clear and evident Results are reflected on Help is sought for at risk children
<p>5a strengthen ECE and High School relationships and transitions</p>	<ul style="list-style-type: none"> Follow and maintain end of year transition systems Further develop systems where necessary 				<ul style="list-style-type: none"> Transition systems will be clear for all concerned. Students and families will know what to expect Intermediates will have accurate information about students.
	<ul style="list-style-type: none"> Use the design rubric when planning units of work. Assess students against the rubrics Reflect on this assessment information and use this for next step planning. <p>6w vfwfx fYbnf rx n rx fYw</p>				<ul style="list-style-type: none"> Student activities are designed to ensure it promotes deeper learning skills Students are tracked against the 6Cs to ensure progress is being made <p>MYIf dfx wYuf Ybbf v Yfd zl f df z YIf fYbnxl f zvrxl kzw fYbnf rx nrf</p>

	<ul style="list-style-type: none"> • Discuss use and barriers to use of technologies in team meetings • Establish and use a system of communication between teachers in terms of ideas for use of ICTs • Share success and difficulties in use of ICTs in team meetings – brainstorm solutions/new ideas • L f u z k z f z k 6 M Y x f b f Y 				<ul style="list-style-type: none"> • ICTs will be used in all classes in the team. Successes and difficulties will be shared and learned from. • L z z l m n f f x f b f Y
<p>2. Master new apps as a tool for developing their own creative skills and products including coding, movie and book making, blogs, google docs and forms, podcasts, skype</p> <p>f Y f d n n Y v n z w f v x u z n Y v f Y x r x l b Y x n Y f x z r d f z k n f b Y z z w Y x d z r d f z k b n z z v n z</p>	<ul style="list-style-type: none"> • Continue to use Seesaw to document and share children’s learning and experiences – sign up at goal setting interviews • Use a digital technologies to publish learning in a variety of ways • Introduce Google Chrome (Term 2 or 3) • Utilise Seesaw for current and regular communication between class and home. • Seesaw will be used as a platform for learning at home and to support the classroom content. • 4 n r x l b m n d f x z z x n r f z n Y f n f n v f Y x r x l n m x f Y f l Y L n Y f d = f Y x r x l M w f v M Y w f w a v 				<ul style="list-style-type: none"> • Class websites will be utilised by parents to expand on the learning completed in the classroom. • Learning Journals will be a picture of where the children are at in each learning area. • M r f f n w a f Y b v f z k n Y r x l v f Y x r x l Y x d b f v f a Y r x l v f Y x r x l d r x l n f L n Y f d = f Y x r x l M w f v M Y w f w a v

Raupō Team Leader Years 3-4 - Action Plan – 2018 – Nicky Thorne

Strategic goal 1: Teaching and Learning: Aim for innovation and excellence in all learning and teaching and celebrate the successes across our school and the Kuahukura COP

Strategic goal 2: Connection: Invest in school based activities that include the community, building capability and capacity of our people into the future through connection

Strategic goal 3: Environment: Build a school environment that connects our community, people, buildings and natural places, and tells the story of us, our place and our future in our local community

Strategic goal 4: Culture: Extend the opportunities for cultural pride and belonging, endeavour and excellence, leadership and service

Goal/Focus	Actions	Personnel	Due Date	Budget	Outcomes
1.1 Employ strategies for tracking achievement for all students, with a focus on Maori and Pasifika students. Ensure each teacher responds to the cultural and learning needs of all students to accelerate their learning	<ul style="list-style-type: none"> To be consistent and accurate in the assessment of literacy and numeracy on every child – collaboratively making OTJ's and moderating our assessments as a team Analyse data collected and group children according to their needs Hold regular discussions on the progress and needs of children across the team To record children "at risk" and seek support where necessary 	Team members SENCO (Janice)	ongoing		<ul style="list-style-type: none"> Progress and achievement of Maori and Pasifika students is clear and evident Results reflected on and discussed as a team to further progression Help sought for very "at risk" students
1.2 include the Deeper Learning 6Cs (collaboration, creativity,	<ul style="list-style-type: none"> Familiarise ourselves with Deeper Learning 6Cs and participate in 	Team Leaders			and assessed against 6c's rubric(s) <ul style="list-style-type: none"> Target children make progress due to accelerated

<p>character, citizenship, critical thinking, communication) and the teacher review tools in our appraisal processes</p>	<p>deeper learning sessions, sharing and ideas</p> <ul style="list-style-type: none"> • Implement deeper thinking and rubrics into programmes • Review our teaching and children's learning against the 6C's • Implement digital leveraging to complement and strengthen our teaching and the children's learning • Use flipped learning across the team • Work alongside Jude with ideas on creating creative deeper thinking learning activities 	<p>Classroom teachers Teacher Aides Jude</p>			<p>learning programmes, ongoing assessment evolved from teacher inquiries</p>
<p>1.3 meet the milestone reporting criteria by providing teacher inquiry evidence of the students developing the dispositions required for deeper learning (modern learning practice) and as a result, achieving success at every level of learning</p>	<ul style="list-style-type: none"> • Use design rubric when planning and assessing – individually and collaboratively as a team • Implement teacher inquiry into our programme • Include Deeper Learning 6C's in appraisal process • Develop our own understanding of "Growth Mindset" and implement this into our programmes 	<p>Classroom teachers Teacher Aides</p>		<p>ongoing</p>	<ul style="list-style-type: none"> • Children are tracked and assessed against 6c's rubric(s) • Target children make progress due to accelerated learning programmes, ongoing assessment evolved from teacher inquiries • Children implement & use the language associated with "growth mindset"
<p>1.4 Consolidate our school as a collaborative learning environment. 1.5 every child must achieve at or above in literacy and numeracy, and/or show progress towards the set school reporting criteria, and/or achieve to the best of his or her ability in supported</p>	<ul style="list-style-type: none"> • Teachers in the team carry out accurate testing and analysis results for every child • Update assessment regularly online by classroom teacher • Collaboratively analyse data and group children (Team meetings) • Collaboratively plan effective programmes to meet the needs of the children across the team (Team meetings) 	<p>Senior Management – goals Team leader Team members Janice SENCO and teacher in charge of Teacher Aides</p>			<ul style="list-style-type: none"> • In class programmes set in place to increase achievement • Regular reflection and refining of programmes by teachers • Programmes developed to meet individual needs • children at risk are identified and monitored • Support programmes target the needs of the learners

<p>learning programmes and with differentiated learning</p>	<ul style="list-style-type: none"> • Use T.A. to support teaching staff in the classroom to accelerate learning (especially in mathematics and literacy) – Janice in charge of this programme • Teachers to have regular conversations with Teacher Aide and Janice – discussing needs of the children within the classes • Teachers individually and collaboratively evaluate programmes through reflections and formative assessment throughout the year (Team meetings) • Teachers are to email referrals to Janice for children who are struggling with progress (academic and behaviour) - Learning Support, RTLB etc • Collaborative moderation of assessing work 				<p>with the greatest difficulty/potential to improve</p> <ul style="list-style-type: none"> • Focus on Numeracy progress as part of the school development plan
<p>1.6 every child must be identified for his or her passions, talents and gifts in every area of learning and endeavour</p>	<ul style="list-style-type: none"> • Teachers identify children’s strengths and passions by observations and conversations with children (and parents wherever possible) • Children will be given opportunities to extend their knowledge and skills in areas of interest and/or strength • Teachers to run passion projects based on their skills and strengths • Year 4 camp to see children shine in different areas outside of school 	<p>Senior Team members Teaching staff</p>			<ul style="list-style-type: none"> • Children’s strengths, passions and deep interest will be identified • Children will feel valued, recognised through recognition of their strengths and passions • Children may be introduced to new experiences through Year 4 camp
<p>1.7 teachers will collaborate within their</p>	<ul style="list-style-type: none"> • Team planning will be collaborative, and will reflect the 	<p>Team members</p>	<p>Team meetings –</p>		<ul style="list-style-type: none"> • Teachers will be aware of children across the team and

<p>teams and across the school to provide the best learning opportunities for every child to flourish, and for their own passion, gifts and talents to be fully realised</p>	<p>strengths of the teachers in the team</p> <ul style="list-style-type: none"> • Team meetings will be a forum for discussing children and learning programmes • In areas in which the teaching team feels a lack of strength there will be a commitment to seeking support, knowledge, and ideas from outside of the team • Children will be given opportunities to extend their knowledge and skills in area/s of strength and knowledge 		<p>weekly. Focused discussion fortnightly on children, planning & assessment</p>		<p>team members will think about children in their own class</p> <ul style="list-style-type: none"> • Teachers will reflect on their programmes • Programmes will be strong, balanced and interesting
<p>1.8 Provide a digital portal for parents and children to access classroom learning, contingently (See Saw</p>	<ul style="list-style-type: none"> • In team meetings, communication between teachers in terms of ideas for use of ICT • Share success and difficulties in use of ICT 	<p>Team members</p>	<p>ongoing</p>		<ul style="list-style-type: none"> • There will be a culture of sharing learning and celebrating learning during the Shared Learning Tim
<p>1.9 Collaborate with our MAC cluster schools Create a seamless home to school environment for Maori and Pasifika students so our school is inclusive and inspirational</p>	<ul style="list-style-type: none"> • The Maori/Pasifika perspective will be considered in planning, assessment • Maori/PI students highlighted on planning • Teachers will attend hui/fono/Koko Time in order to understand the perspective of the Maori and Pasifika families and any other relevant courses where possible 	<p>Staff</p>	<p>Several times a year</p>		<ul style="list-style-type: none"> • Staff will have a greater understanding of the values and needs of the Maori and Pasifika students in the school • Teachers will build relationships with all families
<p>1.10 ensure that the way we do things here (our kaupapa) reflects the</p>	<ul style="list-style-type: none"> • Teachers will attend hui/fono/Koko Time in order to understand the 	<p>Team members</p>	<p>Several times a year</p>		<ul style="list-style-type: none"> • Teachers will have a greater understanding of the values and needs of the Maori and

values and practices that we see are important to our Maori and Pasifika students and their whanau/fono so we can maximise every learning opportunity	<p>perspective of the Maori and Pasifika families</p> <ul style="list-style-type: none"> The Maori/Pasifika perspective will be considered in planning, ongoing tracking 				Pasifika students in the school
2.1 utilise technology e.g. iPads, smart tvs, cameras, so that all learners can access current information from anywhere in the school or at home and be able to rework and synthesise their findings into new learning for themselves and for others	<ul style="list-style-type: none"> to take opportunities as they arise to take children's interests further using any technology available 	Team members			<ul style="list-style-type: none"> In class programmes set in place to increase achievement Regular reflection and refining of programmes by teachers
2.2 strengthen digital home school links so that learning can happen outside of the classroom and outside of school hours (See Saw)	<ul style="list-style-type: none"> In team meetings, communication between teachers in terms of ideas for use of ICTs Share success and difficulties in use of ICTs 	Team members	Ongoing		<ul style="list-style-type: none"> There will be a culture of sharing learning and celebrating learning during the Shared Learning Time
2.3 enable parents and teachers to have immediate access to all of their child's/children's learning (See Saw) and to be able to provide constructive feedback	<ul style="list-style-type: none"> Create digital home links so that learning can happen outside of the classroom and outside of school hours 	Team members	Ongoing		<ul style="list-style-type: none"> Seesaw will be utilised by parents to expand on the learning completed in the classroom Learning Journals will be a picture of where the children are at in each learning area
2.4 Develop a school wide teacher leadership training programme for all middle leaders, leadership holders and those interested in leadership for the future	<ul style="list-style-type: none"> Discuss strengths as a team, leadership team and as a staff Look for ways to build on leadership Attend courses/professional development 	Nicky Principal, DP, AP Middle Leaders Team members	Ongoing		<ul style="list-style-type: none"> Team Leaders will utilise the results of Strength Finders in our planning, meetings and collaboration Leadership programme will be integrated into how we operate as a team

3.1 Collaborate with community	<ul style="list-style-type: none"> • Invite experts from the community to support our teaching and share learning 	Team leader Team members	Ongoing		<ul style="list-style-type: none"> • The community will feel a part of our school and vice versa
3.2 Collaborate and communicate with staff	<ul style="list-style-type: none"> • Keep communication open by checking on team regularly, planning and assessing together • Add goals to team appraisal document • Inform Principal, DP and/or AP about any concerns or upcoming events • Keep staff in the loop by email or in discussions 				<ul style="list-style-type: none"> • Staff will feel part of a team and heard • Teams have high and clear expectations • Principal, DP and/or AP will be in the loop with what is going on • School community will be informed with up to date events and information eg seesaw, open days, assembly
4.1 Ensure that the way we do things at WSS (our kaupapa) reflects the values and practices that we see are important to our Maori and Pasifika students and their whanau/fono so we can maximise every learning opportunity	<ul style="list-style-type: none"> • Teachers will attend fono/hui, hangi and/or koko time in order to understand the perspectives of the Maori/Pasifika families • Maori/Pasifika perspective will be considered in planning • Kapahaka weekly 	Team members Georgia – kapahaka leadership. Team members to learn waiata, actions etc with children	Several times a year		<ul style="list-style-type: none"> • Teachers will have a greater understanding of the values and needs of the Maori and Pasifika student in the school
4.2 Employ SAF strategies for tracking achievement for Maori and Pasifika students. Ensure each teacher responds to the cultural and learning needs of those students to accelerate their learning	<ul style="list-style-type: none"> • To be consistent and accurate in the assessment of literacy and numeracy on every child – collaboratively making OTJ's as a team • Analyse data collected and group children according to their needs • Hold regular discussions on the progress and needs of children across the team • To record children "at risk" and seek support where necessary 	Team members SENCO (Janice)	ongoing		<ul style="list-style-type: none"> • Progress and achievement of Maori and Pasifika students is clear and evident • Results reflected on and discussed as a team to further progression • Help sought for very "at risk" students

DEPUTY PRINCIPAL/DIRECTOR of LEARNING - Action Plan 2018 - Maata Smith

Strategic Goal 1: Teaching and Learning: aim for innovation and excellence in all learning and teaching and celebrate the successes across our school and the Kahukura COP

Strategic Goal 3: Connection: invest in school-based activities that include the community and build capability and capacity into the future

Strategic Goal 4: Culture: Extend the opportunities for cultural pride and belonging, endeavour and excellence and leadership and service

Goal	Actions	Personnel	Due Date	Budget	Outcomes
<p>Appraisal</p> <p>To promote quality teaching and Learning</p> <p>WANANGA AKo</p>	<p>Regular classroom observations. The years focus will be on</p> <ol style="list-style-type: none"> 1. Teaching Standards (staff meeting) 2. 6Cs Deep Learning Progression (Cultural competencies) 3. Teacher Inquiry : data driven to meet needs of children 4. Teams collaborative classroom programmes 5. Relationships between teachers and their students (Attachment Theory) 6. Curriculum Programmes 7. Assessment (see D/P&A/P data action plan) 8. PRT programme developed to support new PRTs <hr/> <ul style="list-style-type: none"> • Teachers will provide evidence on 	<p>Marriene, Maata Team Leaders Tutor teachers</p>	<p>On-going</p>		<ul style="list-style-type: none"> • Teachers understand the requirement of the new standards • Indepth PRT programme is developed which support our 6 teachers • Collaborative Team programmes are meeting the needs of the students • PRTs are supported and confident planning and teaching classroom programmes • Programmes are including innovative use of technology eg flip learning

	<p>the standards in their google doc folder eg photos, written work etc</p> <ul style="list-style-type: none"> ● Observation feedback will also be written on their online PRT documents 				<ul style="list-style-type: none"> ● Programmes are challenging and motivating for students ● Teachers have developed strong positive relationships with all students in their class ● Teachers are able to identify each student's strengths and needs in their class. ● Students are able to share their own strengths with peers, teachers and parents ● Teachers and leadership team to reflect on own and others performance. ● Classrooms are managed effectively. ● Positive relationships are evident in the classroom. (Teacher/teacher, student/student and teacher/student) ● Quality teaching practise observed in all classrooms ● Students enjoy being at school. <ul style="list-style-type: none"> · Students have input in their learning. ● Students set and evaluate goals regularly. ● Students are able to verbalise and reflect on their learning. ● Next step learning is evident. ● Students fully engaged in their learning ● Learning tasks encourage deeper learning
	<p>Professional Development</p> <ul style="list-style-type: none"> ● Regular staff meetings timetabled in for PD on deeper learning and The 6 Cs ● Guidance given to ensure we complete cluster requirements ● To attend team meetings to support staff ● To attend cluster lead teachers meetings and feedback relevant information to staff ● Leveraging digital: Creating Flip Classrooms ● Support Maths facilitator and Lead teacher in the staff PD ● Attend SAF meetings on cultural inclusiveness 				

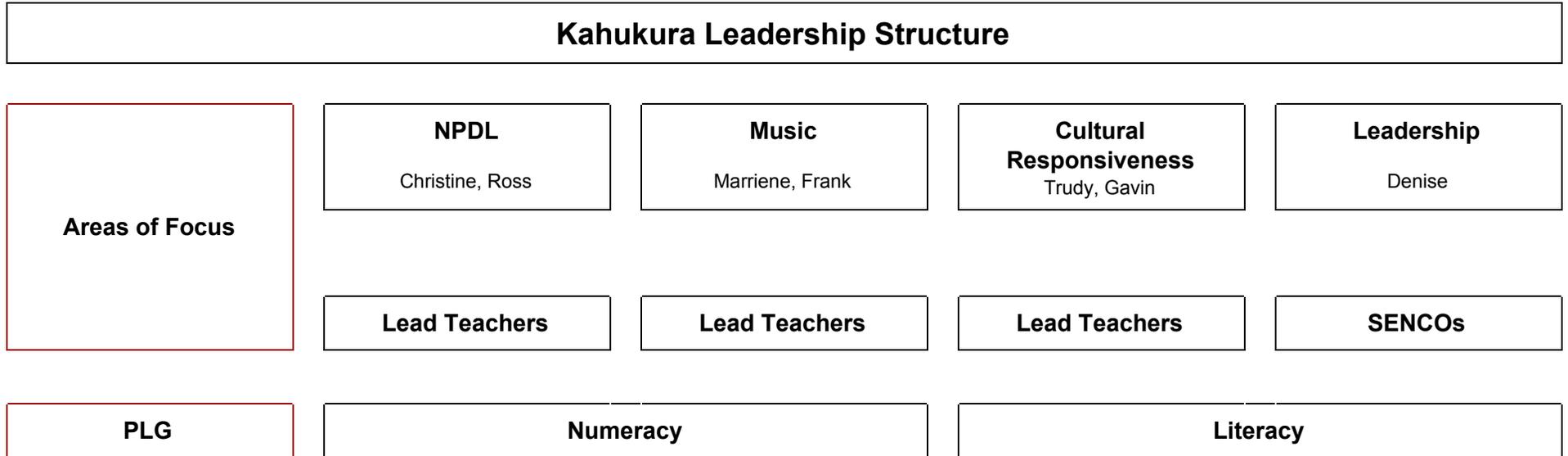
<p>Leadership</p> <p>To extend our leadership programme for the middle leaders</p> <p>support and develop strong effective leadership within the school</p> <p>To support and encourage teachers to take on leadership roles within the school</p> <p>WHANAUNGATANGA</p>	<p>Middle Leaders Tuesday meetings used to implement programme</p> <ul style="list-style-type: none"> • Work with Principal, Assistant Principal and SAF facilitator to upskill middle leaders • Send middle leaders to appropriate • All staff to complete strength finders Gallup survey • Middle leaders are able to identify strengths and use them to improve productivity and creativity in their team <p>Resources will be Kahikitea, Kahikitea in action, Tataiako- cultural competencies, Tu Rangatira</p>	<p>Marriene Jared</p> <p>Maata</p>		<ul style="list-style-type: none"> • Middle Leaders are confident to take on leadership roles within the school • Leaders are confident to apply for leadership roles in other schools • The school benefits from strong leadership within the school • Middle Leaders develop leadership skills with staff and students throughout the school • We have students who are confident and capable to take on leadership roles within the school at all levels
<p>Data</p> <p>Complete ministry required data</p> <p>Complete Targets at the end of the year</p> <p>Complete writing of targets</p> <p>Complete AOV on previous targets</p>	<p>Work with Assistant Principal and team leaders in:</p> <ul style="list-style-type: none"> • collating and analysing data • Developing targets from data • Completing analysis of variance to show progress and areas of concern • Tracking targeted children, Maori students and Pasifika students, All students at risk 	<p>Jared Maata</p> <p>Team Leaders</p>		<ul style="list-style-type: none"> • Information from data provides teams with quality information to support the development of programmes of learning which meet the needs of students. • Identification and tracking of at risk students is evident • Classroom teachers are using Teacher Inquiry to provide programmes which meet the student's needs
<p>Increase the number of Maori students achieving at or above the National Standards in mathematics, reading, and writing.</p> <p>Increase the progress of Maori students identified as at risk of not achieving the National Standards in</p>	<ul style="list-style-type: none"> • Consolidate our school as a collaborative learning environment • Teacher Inquiries are to be implemented to reflect and change/adapt teaching programmes to meet student needs • Teachers will collaborate within their teams and across the school to provide the best learning 	<p>Team leaders and classroom teachers</p>		<ul style="list-style-type: none"> • Identified students make accelerated progress • Teachers are providing programmes which are meeting the needs of students and promoting deeper learning • ICT enhances deeper learning in the programme • Students gifts and talents are

mathematics	opportunities for every child to flourish and their talents to be fully realised				identified and catered for
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Kahukura Strategic Plan

Kahukura Strategic Plan

Vision: Supporting responsive, collaborative learning connecting students, teachers and communities across the cluster.



Areas of Focus

- 2 Principals
- Lead teacher – released each term/PLD provided
- Strategic goals and action plan for each area

PLG

- Lead teachers of literacy and numeracy
- Meet after school
- Goal – to share best practice

MUSIC

Strategic Goal	Lead teacher Job Description/ Role	2018 Action Plan	Review
<p>To increase cluster capacity, knowledge in Music/Performing Arts</p> <ul style="list-style-type: none"> - Lead Teachers - Classroom Teachers <p>To provide increased opportunities for music/performing arts excellence, extension and performance</p> <p>To recognise and celebrate our students talents and abilities in the Music/Performing Arts</p>	<p>development opportunities for other staff at your school.</p> <p>Connecting with the community to connect the school with local experts and resources.</p> <ul style="list-style-type: none"> • Point of contact/facilitator for music tutors Co-ordinate and advocate for the Performing Arts in the School <p>Support quality arts programmes</p> <p>Organise and run school wide and cluster wide Music/Arts events.</p> <ul style="list-style-type: none"> • Work with cluster leads to plan and run Kahukura Music Festival <p>Seek performance opportunities in the community - within and outside school</p> <p>Leading clubs/groups within the school at a formal or informal level (skill dependent)</p> <p>Be the primary point of contact for staff at your school to help develop Music programmes</p>	<p>Term 1</p> <p>Co-ordinate and/or rehearse/assist students in preparing for the Kahukura Music Festival in June</p> <p>Establish a special choir (Led by Kate R) with the aim of a collaborative chorale performance in the June Festival</p> <p>Establish an orchestra (Led by KateR) with the aim of a collaborative orchestral performance in the June Festival</p> <p>Underway for 2018 - Junior in terms of ability</p>	<p>Completed</p> <p>Completed</p> <p>Under construction</p> <p>2017 and onward to 2018 Appoint a lead teacher to organise the Kahukura Lead Teachers and to take responsibility for confirming meeting dates, communication and minutes and establishing an agenda. This is for one year and will be alternated each year. In consultation with the Music Director, The Kahukura Lead teachers will take responsibility for setting the theme for the KMF and for ensuring that all tasks pertaining to the music festival are assigned and completed-programme, ticket sales, slide show, backing music,</p>
		<p>Term 2</p> <p>Co-ordinate and/or rehearse/assist students in preparing for the Kahukura Music Festival in June</p> <p>Run some music/arts workshops as part of the cluster PD day.</p> <p>Preparing resources for Parihaka Unit</p>	
		<p>Term 3</p>	

	<p>Participate in Arts professional development personally to continue to build your professional knowledge and promote professional</p> <ul style="list-style-type: none"> • Outsource music specialists/tutors/programmes <p>Meet at a cluster level to discuss and plan shared cluster objectives and projects and to learn from one another to better serve our schools.</p>	<p>Work with NPDL Leads on preparing for deep learning within the context of Parihaka</p> <p>A Performing Arts Week - with opportunity for cluster collaboration</p>	<p>stage management etc. The Kahukura lead teachers will assign themselves to the role of guest conducting the massed choir items. This can be shared amongst them- e.g. 2 items each. They may also invite a guest conductor.</p> <p>Completed</p>
		<p>Term 4</p> <p>Work with MAC Leads on a Cultural Celebration See Minutes from term 3 meeting</p> <p>As a follow up to our review of the KMF 2017 establish the role of Music Director for the Kahukura Music Festival with an agreed remuneration of \$1000. This has been done and awaits the signature of Ally Palmer, Marriene and Frank</p>	
		<p>Ongoing</p> <p>Regular Meetings inc - 1 day x release a term</p> <p>Begin to collate and assemble a</p>	

		cluster online library of resources of song books, music resources Ongoing in 2018 Seek PD opportunities for all teaching staff Using Youtube waiata playlists https://www.youtube.com/playlist?list=PLHrFbw3PcvivxzCksWU3GtbH6eJgcFlt5	The playlist is being used across NZ. We have direct feedback from teachers and schools nationwide.
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NPDL - RESPONSIVE CURRICULUM

Deep Learning is the ability to master and leverage existing knowledge making links to re-interpret and create new meaning. It is facilitated through questioning and authentic engagement in **meaningful** real world challenges.

“Learning contexts should encompass conversations that are challenging, problematic, engaging and horizon stretching. The teacher’s task is to create possibilities and opportunities for students to become, learn, and act.” (Dewey, 1916)

When we help young people make connections between what they are learning and the real world, they learn that everything is connected and that learning is a continuous process. Learning from experience is one of the best ways to give akonga the skills they need for living, working, and learning in the modern world. Deep learning provides experiences that nurture competencies (i.e. 6 Cs, Key Competencies, Cultural Competencies) and effective learning partnerships. This type of learning supports the values of our school, helping akonga thrive and become confident, connected, actively involved lifelong learners.

Strategic Goal	Lead teacher Job Description/ Role	2018 Action Plan	Review
1. Influence and develop our school curricula across the cluster in order to embed deep learning (NPDL)	Be the primary point of contact for staff at your school to help develop responsive curriculum programmes, run staff development in order to raise teachers understanding of deep learning and students learning outcomes.	Term 1: <ul style="list-style-type: none"> Leads to work with their own staff around the DLT components and indicators 	All leads worked with their staff on designing DLTs focussing on the components and indicators.
2. Lead professional learning on the development of deep learning tasks (including Cluster TOD)		Term 2: <ul style="list-style-type: none"> Working on a cluster wide ‘context’ for deep learning cluster Parihaka Unit - working with Māori leads 	

3. Ensure increasingly deeper learning happens in each school using the NPDL suite of tools (rubrics)	Participate in professional development personally to continue to build your professional knowledge and promote professional development opportunities for other staff at your school.	<ul style="list-style-type: none"> Teacher Only Day (Week 5) 	as a significant engager for exploring passive resistance. The theme of “Making a Difference” evolved from further discussion.
	Supporting teachers to develop deep learning tasks based on global best practice and moderation exemplars (working towards our own best practice submissions).	<p>Term 3:</p> <ul style="list-style-type: none"> Each school to engage with a cluster wide Parihaka Unit Gather evidence for submission throughout the term 	Significant deep learning was designed in each school setting. The NPDL Leads facilitated the design process with their school settings and collaborated to ensure that the process was documented and evidence collected as part of a cluster inquiry into deep learning.
	<p>Assist with the moderation of cluster tasks</p> <p>Develop cluster moderation example</p> <p>Attend CORE sessions as PLG</p>	<p>Term 4:</p> <ul style="list-style-type: none"> Complete one cluster wide submission using the Victorian Model 	The submission was completed and submitted for NZ and then global moderation. Each school’s contribution was documented in detail and brought together with a cluster overview which also included a description and evidence of the collaboration making a difference.

CULTURALLY RESPONSIVE SCHOOLS - MAORI

In order to lift Māori student achievement and for Māori to achieve educational success as Māori we must;

- Ensure all schools in the cluster are culturally responsive
- Promote mana Māori in our schools and across the cluster
- Ensure students take pride in their language, culture and identity

Strategic Goal	Lead teacher Job Description/ Role	2018 Action Plan	Review
1. To increase cluster capacity in both Te Reo and Tikanga Maori. 2. To develop clusterwide	Be the primary point of contact for staff at your school to help develop Māori programmes, run staff	Cluster personnel to opt in to Te Ara Reo Level 2 language course via Te Wananga o Aotearoa.	We are working on this for next year as the Wananga courses have been all full.

<p>kawa.</p> <p>3. To increase knowledge and capability of lead teachers.</p> <p>4. To develop a cluster Maori Curriculum.</p> <p>5. To investigate different ideas for Cluster Cultural Celebrations</p> <p>6. To look for opportunities to upskill ourselves and our people. Rock Art (Timaru + Marae stay) Local Canterbury historical sites</p>	<p>development in order to raise Māori students achievement.</p> <p>Be the primary point of contact for whanau at your school to connect them with school programmes and advocate for their child.</p> <p>Participate in Māori professional development personally to continue to build your professional knowledge and promote professional development opportunities for other staff at your school.</p> <p>Advocate for all Māori students and families in your school.</p> <p>Organise and run school wide and cluster wide Māori events.</p> <p>Connecting with the community to connect the school with local experts and resources.</p> <p>Meet at a cluster level to discuss and plan shared cluster objectives and projects and to learn from one another to better serve our schools.</p> <p>Track Māori students achievement across the school in collaboration with team leaders/DPs/APs and advocate for their learning. Info used by SENCo's</p> <p>Liaise with the principal and BOT with regards to raising Māori students achievement.</p>	<p>As a group of lead teachers develop a clusterwide tikanga that can be adopted by schools, include waiata, karakia, whakatauki.. To come</p> <p>To visit Parihaka to get a complete sense of what we are wanting to teach. To work with NPDL leads to develop a clusterwide Parihaka deep learning plan from Yrs 1-8. ✓</p> <p>To further develop the placed based learning framework to include Yr 7 / 8.</p> <p>To organise and co-ordinate the idea of a Summer Cultural Festival in the Park.</p>	<p>This is developing and will continue over time.</p> <p>As leaders we are still considering whether this visit will be beneficial or not as we have covered this topic and will likely revisit every 2 years. An amazing Changemakers unit was co constructed by NP4DL and Māori Leads. This unit has formed the basis for the global submission.</p> <p>Still to be completed</p> <p>Happening this term with all groups participating</p> <p>This is developing over time.</p> <p>This will be carried out each term.</p> <p>In progress</p> <p>Remains a focus for each school.</p>
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LEADERSHIP

Kahukura needs to ensure it has the best leaders across the cluster to ensure everyone is working to achieve the cluster goals.

Leaders in the Kahukura cluster need to collectively take ownership for the cluster vision to ensure all those within the cluster are prepared to effectively work with the changes pace which is education today

Kahukura will provide leadership opportunities and programmes for leaders within the cluster

Strategic Goal	2018 Action Plan	Who	Review
Ensure NPDL are current in their knowledge about the project and keep staff well informed.	NPDL - 3 lead teachers attend the NPDI conference in Toronto	Liz, Kerry, Donna	The lead teachers of NPDL have had a busy year working with CORE to develop their own skills as well as working with staff from their own school on Deep Learning.
NDPL lead teachers take a lead role in facilitating PLD in the cluster and sharing their learning beyond the cluster	NPDL lead teachers present at the Deep Learning Conference		
Māori lead teachers are upskilled on the knowledge required to make them effective to lead PLD within their schools.	Māori lead teachers visit Parihaka to ensure their understanding of the key	All leads	The focus has been on the Change Makers unit where NPDL leads working with Māori and music leads on develop a website to support this unit. They also undertook the planning of a very successful the TOD for all cluster teachers.
	And or To look for opportunities to upskill ourselves and our people. Rock Art (Timaru + Marae stay) Local Canterbury historical sites	All leads	
Identify principals current learning needs to enable them to respond to the changing educational environment	Keep principals informed of the current educational issues and how they impact their schools	Denise	Three leads attended the conference in Toronoto and they reported back to teachers at the ToD. All leads will attend the conference in melbourne in 2018
	Principals carry out an Inquiry using the Effective Evaluation tool on Māori achievement in the cluster	All principals	Kahukura will focus on Māori leads in 2018.
	This information is then used to help develop an Innovation Funding application.	Denise NZCER	Innovation funding application underway.
All Middle leaders in the cluster confident in using the ERO Effective School Evaluation Tools to carry our team/ leadership	Survey principals as to their professional PLD needs	Denise	Educational issues circulated to principals and discussed at meetings.
	2018	Denise	Māori achievement has been captured using the SENCO tool, analysed and

inquiry			<p>sued for goal setting for 2018.</p> <p>Principals regularly discuss own professional lead and share know of appropriate PD</p> <p>One day programme for Middle leaders of all schools will be held in March 2018 and cover-</p>
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LEARNING SUPPORT SENCO PROJECT

Learning Support is a critical part of all schools in the Kahukura Cluster. To ensure the students in the cluster achieve the best support they need we will pool practices and work with the MoE on the CS2 project to help access resources across the cluster.

Strategic Goal	2018 Action Plan	Who	
<p>SENCOS participate in the CS2 trial to ascertain trends and patterns of behaviour across the cluster and identify common needs. Schools access resources currently not available in response to analysed data.</p>	<p>Meet with Chris Meakin, MoE, to learn how to use the tools</p> <ul style="list-style-type: none"> • set up common protocols of entering students into the system • Outline to MoE the sort of data/graphs that would be useful • Set meeting times to evaluate data across the cluster and give MoE feedback 	<p>SENCOs , Denise Torrey</p>	<p>As the MoE had concerned about how we would use the CS2 tool the SENCO leads designed their own tool to capture information.</p> <p>This tool was used to look at Māori achievement. The SENCO's have used analysed data to set goals for 2018.</p> <p>Meetings to have component of PLD for SENCO's in 2018</p>
	<p>Applications made by cluster to access resources and set up projects based analysed cluster data</p> <p>SENco's developed their own resources</p>	<p>Denise + Kahukura principals</p>	
	<p>Schools enter own data according to protocols, use data for own purposes</p>	<p>SENCOs'/ Pastoral Care teams</p>	

<p>SENCOs meet as a PLG to share best practice to ensure that students in all cluster schools receive the best support.</p>	<p>SENCO's meet monthly as a PLG sharing practices and investigating best practice and supporting literature.</p>	<p>SENCO's</p>	
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School name: West Spreydon School - 2017

School number: 3588

Focus: MATHEMATICS

ANALYSIS of VARIANCE

Strategic Aim: In line with Strategic Plan for 2016 – 2020 - to increase the number of students achieving at or above the National Standards in Mathematics

Annual Objectives: Three groups of students were identified as being at risk of not meeting the National Standards. These students need tailored support in order to meet these targets

Annual Targets:

- The Identified Pasifika students (8/20 40%) currently working **below** the National Standards for their age will be working **at** the National Standard by the end of 2017

(3/20 15%) currently working **well below** the National Standards for their age will show accelerated learning by the end of 2017

- The identified Māori students (18/62 27.4%) currently working **below** the National Standards for their age will be working **at** the National Standard by the end of 2017

(1/62 1.6%) currently working **well below** the National Standards will show accelerated learning by the end of 2017

- The identified year 3 students (16/50 32%) currently working **below** the National Standards for their age will be working **at** the National Standard by the end of 2017

(4/50 8%) currently working **well below** the National Standards will show accelerated learning by the end of 2017

Baseline Evidence

The analysis of school wide National Standards Mathematics data identified 3 cohorts who were At Risk of not achieving at their National Standard.

Target 1:

55% (11/20) of our **Pasifika students** are achieving **below** or **well below** the National Standards.

40% (8/20) who are currently **below** will be working **at** by the end of the year

15% (3/20) who are **well below** will show accelerated learning by the end of year.

Target 2:

29% (19/62) of our **Māori students** are achieving **below** or **well below** the National Standards.

27.4% (18/62) who are currently **below** will be working **at** by the end of the year

1.6% (1/62) who are **well below** will show accelerated learning by the end of the year

Target 3:

40% (20/50) of our 2017 **Year 3 students** are achieving **below** or **well below** the National Standards.

32% (16/50) who are currently **below** will be working **at** by the end of the year

8% (4/50) who are **well below** will show accelerated learning by the end of the year

Accelerated learning for 2017 has been defined as:

“Progress is considered to be accelerated when the student’s achievement has moved from well below to below, at or above a national standard, or from below to at or above. This means the student has made more than one year’s progress over a year. Progress is also considered to be accelerated when the student’s progress is noticeably faster than might otherwise have been expected, from their own past learning, when using norm-referenced tools that assess the breadth of reading, writing and mathematics.”

Actions (What did we do?)	Outcomes (What happened?)	Reasons for variance (Why did it happened?)	Evaluation (Where to next?)
<p><u>Targeted Programmes</u></p> <p>Students at risk were identified at class, team level and from previous years data</p> <p>Programmes were planned at team level and implemented by teacher aides</p> <p>Progress or lack of progress was monitored by team leaders and discussed at team and leadership level</p>	<p>Pasifika Target 2 left the school before the end of the year</p> <p>3 of the remaining 6 Pasifika students achieved the target</p> <p>Māori Target 1 student left the school before the end of the year</p> <p>7 of the remaining 17 Māori students achieved the target</p> <p>1 of those 7 Māori students made accelerated progress</p> <p>Year 3 target 2 left the school before the end of the year</p> <p>11 of the remaining 18 students achieved the target</p> <p>2 of those 11 students made accelerated progress</p>	<p>High expectations remained in place for all students to achieve at and above the national standards. This was impacted throughout the year by factors such as; ESOL (several students did not have sufficient English language to successfully explain strategies), lateness, absenteeism and high numbers of staff and student illness.</p> <p>1 year 3 student was truant from our school in Term 3</p> <p>Setting and monitoring programmes organised at team level were efficient and effective in some teams.</p> <p>Triangulation of data was not consistent across the school. After professional learning with the SAF coordinator and our Maths PLD facilitator we were forced to acknowledge that our OTJs were weighted far too heavily on formal testing.</p> <p>The quality of the team and leadership discussions on our at risk students was not reflected in the data.</p> <p>There was not a consistent understanding across the school as to where each year level should be to be classified as above, at, below the standard. This was not</p>	<p>Our SENCO lead teacher is going to organise the programmes for our at risk students.</p> <p>She will closely monitor the programmes, train our teacher aides, monitor student progress and report on the efficacy of any interventions.</p> <p>Classroom teachers are the best professionals to work with our at risk students therefore we are continuing intensive professional learning to raise capability and capacity.</p> <p>We have another year of PD support to consolidate our knowledge and professional practice. Our approach is about collaboration, highly visible practice and accountability.</p>

		uncovered until our professional learning highlighted areas of inconsistency.	
<p><u>Staff/Leadership Professional Development:</u></p> <p>Maths facilitator was employed using central PLD funding</p> <p>SAF PD (Student Achievement Function) collaboration with the leadership team</p> <p>We gathered more student voice with assistance from our Pasifika Lead Teacher who guided us with far more specific culturally inclusive questioning.</p> <p>Maths facilitator worked with staff on collection, collation and use of data to inform teaching and learning and identifying at risk students and those making accelerated progress</p> <p>Maths curriculum leader took three 2 hour sessions with our beginning teachers targeted to their need</p>	<p>Maths facilitator with Maths curriculum leader support:</p> <ul style="list-style-type: none"> ● observed in classrooms and provided feedback to individual staff ● led 2 hour PD sessions each term in staff meetings which included defining accelerated learning, moderation of student achievement data, knowledge of the curriculum, current research and learning about best practice ● provided challenge and support for the Leadership team to rethink what success looks like for individual students ● led intensive workshops for beginning teachers <p>Teachers were more confident taking maths and included higher level thinking in maths tasks. It was noticeable that professional talk about maths took a much higher profile in the school.</p> <p>Teacher collaboration and challenging conversations were more evident.</p> <p>P/D was valuable for both experienced and beginning teachers.</p>	<p>Our beginning teachers improved in confidence however they were still struggling to understand numeracy levels and moderation of data for OTJs</p> <p>There was a lack of confidence by an inexperienced team leader</p> <p>Ineffective tutor teacher for one of our beginning teachers</p>	<p>Our SAF coordinator will be working with the leadership team</p> <p>PRT programme has been developed to support our 6 beginning teachers</p> <p>The AP is working with our new team leader to support her</p> <p>Maths Facilitator will be holding two PD courses a term with our new teachers in their PRT programme</p> <p>Encourage teachers to visit other more experienced teachers at our school</p>

<p><u>Assessment</u></p> <ul style="list-style-type: none"> • Fine tuned our assessment practices with advice from our SAF coordinator 	<p>Revised our maths assessment LTP</p> <p>See all of the above comments</p>	<p>See all of the above comments</p>	<p>Complete the assessment timetable based on curriculum levels and data collection requirements with advice from our SAF coordinator, PLD Maths facilitator and Maths Lead Teacher.</p> <p>From early discussions we realise that this is going to involve starting again.</p>
<p><u>Programmes</u></p> <p>Teacher Aide provided for each team to work with identified students on specific targets</p> <p>Consolidation of basic facts a focus throughout the school</p> <p>Collaborative planning and assessment across the team focusing on specific gaps to lift achievement</p> <p>Regular classroom monitoring of progress and plan of action noted in weekly planning</p> <p>Monitoring of target students, Māori and Pasifika students across the school</p>	<p>Quality of the programmes varied and monitoring and reflecting on programmes were inconsistent</p> <p>Our Maths Lead Teacher had a shared google sheet for tracking the progress of individual at risk students</p>	<p>Programmes were adapted to meet individual students' needs.</p> <p>After P/D with maths facilitator one team restructured their class programmes</p> <ul style="list-style-type: none"> • Teachers saw a maximum of 4 groups a day • Specific areas in the stage were targeted • Grouping students according to gaps in learning <p>It became apparent early in term 1 that the same students were going out for target teaching in maths, reading and writing. The timetable was readjusted to ensure the child was out only once.</p>	<p>Mathematical tasks which are in context, real life and worthwhile (rich tasks/problem solving/deeper learning)</p> <p>Complete our school curriculum document with clear expectations for high quality teaching and data gathering</p> <p>Plan and implement a robust PRT programme for our six beginning teachers in 2018 which will include:</p> <ul style="list-style-type: none"> • PLD Maths facilitator workshops • DP/AP weekly meetings with beginning teachers and tutor teachers
<p><u>Team inquiries</u></p> <p>Team inquiries were completed to reflect on current teaching practice and to better meet student needs</p>	<p>This year the leadership team and the teaching teams conducted inquiries into how Mathematics is being taught and where we could make changes and improvements</p> <p>This was supported by the SAF coordinator and the PLD Maths facilitator</p>	<p>The team inquiry process was not successful for some teams due to:</p> <ul style="list-style-type: none"> • insufficient time spent on reflecting throughout the process especially at the noticing and data gathering stages • insufficient knowledge of the rigor required for a successful inquiry process • the initial inquiry template requiring adaptation to suit everyone's needs 	<p>The inquiry template will be adapted and simplified</p> <p>A time slot in each staff meeting will be allotted to:</p> <ul style="list-style-type: none"> • professional development based on the inquiry process • the use of relevant data to support their inquiry

		<ul style="list-style-type: none"> two teams changing their inquiry focus mid way 	<ul style="list-style-type: none"> clear guidelines to be set for use of inquiry template
<p>Home School Partnership</p> <p>Familiarised our Maori and Pasifika whanau with the way in which maths is taught</p> <p>To ensure accurate information on their child's progress is shared with them</p>	<p>Maths lead teacher was to run a parents learning session for Māori & Pasifika whanau focused on the way in which Mathematics is taught in the classroom.</p> <p>Seesaw used as a tool to inform parents of their children's progress</p> <p>Approximately 300 people attended our end of year Hui / Fono. This was a big success. Our children performed and were acknowledged for their successes in all curriculum areas.</p>	<p>This didn't take place.</p> <p>Parents were better informed of current student progress.</p> <p>We have learnt that our Maori and Pasifika parent community love to be involved in celebrating student success. This is a huge highlight for us.</p>	<p>A maths session for whanau is to be organised this year.</p> <p>We are working on educating parents to make constructive comments on their child's learning journals</p> <p>Our goal is to have every parent connected to their child's Seesaw Learning Journal.</p>

Mathematics Targets 2018

Strategic Aim: All students are able to access The New Zealand Curriculum as evidenced by achievement in relation to National Standards

Annual Objectives:

- increase the number of students achieving at or above in the New Zealand Maths Curriculum levels
- Ensure that all targeted students make measurable progress (accelerated learning)

Baseline data:

Analysis of school wide National Standards mathematics data identified concerns across all year levels.

Target 1

36.8% (28/76) Māori students are working **below** 30.2% (23/76) or **well below** 6.6% (5/76) the National Standards for mathematics

Target 2

34.4% (11/32) Pasifika students are working **below** 31.3% (10/32) or **well below** 3.1% (1/32) the National Standards for mathematics

Target 3

31.5% (48/152) Female students are working **below** 28.2% (43/152) or **well below** 3.3% (5/152) the National Standards for mathematics

Target 4

38.4% (20/52) Year 5 students are working **below** 36.5% (19/52) or **well below** 1.9% (1/52) the National Standards for mathematics

Target 5

29.8% (90/302) of all students are working **below** 24.5% (74/302) or **well below** 5.3% (16/302) the National Standards for mathematics

What:	When:	Who:	Progress Indicators:
<p><u>Targeted Programmes</u></p> <p>Our SENCO lead teacher is going to organise the programmes for our at risk students.</p> <p>She will closely monitor the programmes, train our teacher aides, monitor student progress and report on the efficacy of any interventions.</p>	<p>Term 1</p> <p>Collect and collate data</p> <p>develop programmes</p> <p>Train teacher aides</p> <p>Monitor and adapt programmes</p> <p>throughout the year</p>	<p>SENCO lead teacher</p>	<p>Data shows identified students have made accelerated progress or have made progress over and above expectation</p> <p>Students have a positive attitude towards maths</p>
<p>Classroom teachers are the best professionals to work with our at risk students therefore we are continuing intensive professional learning to raise capability and capacity.</p> <p>We have another year of PD support to consolidate our knowledge and professional practice. Our approach is about collaboration, highly visible practice and accountability.</p>	<p>Teacher P/D with Maths facilitator and SAF co-ordinator over the 4 terms</p> <p>Extra beginning teachers P/D support given through PRT programme</p>	<p>SENCO Maths facilitator and SAF co-ordinator</p>	<p>Our 6 BTs are more confident in planning, assessing and teaching to meet the diverse needs of our 'At Risk' students</p> <p>The programmes implemented have been monitored and adapted to meet student needs</p>

<p>facilitator and Maths Lead Teacher.</p> <p>More P/D on OTJs so teachers are not relying too heavily on standardised testing results</p> <p>From early discussions we realise that this is going to involve starting again</p>			
<p><u>Team Inquiries</u></p> <p>The inquiry template will be adapted and simplified</p> <p>A time slot in each staff meeting will be allotted to:</p> <ul style="list-style-type: none"> ● professional development based on the inquiry process ● the use of relevant data to support their inquiry ● clear guidelines to be set for use of inquiry template 	<p>Start term 1, the programme will development from the needs of the PRTs</p>	<p>Maata Smith</p>	<p>Team inquiries will be developed using up to date student data</p> <p>Team inquiries gave teachers support on how to develop relevant programmes to meet the target needs of their students</p> <p>An inquiry template will be developed simplifies the recording of the inquiry process</p> <p>Clear guideline have been set for use of inquiry template</p>
<p><u>Home School Partnership</u></p> <p>A maths session for whanau is to be organised this year.</p> <p>We are working on educating parents to make constructive comments on their child's learning journals</p>	<p>Parent maths session Term 1</p> <p>Ongoing</p>	<p>Janice Maths lead teacher Supported by Maata</p> <p>Classroom teachers and</p>	<p>Parents will confident supporting their child with maths at home</p> <p>Parents will have a better understanding of what is taught in maths time and why we do it that way</p> <p>Parents will confidently give constructive feedback to their child on seesaw</p>

Our goal is to have every parent connected to their child's Seesaw Learning Journal.	Ongoing on enrolment	team leaders Jared	Every parent at school will be logged onto seesaw and understand how it works
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